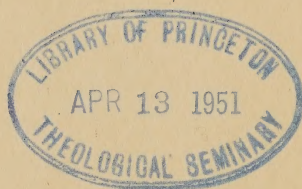
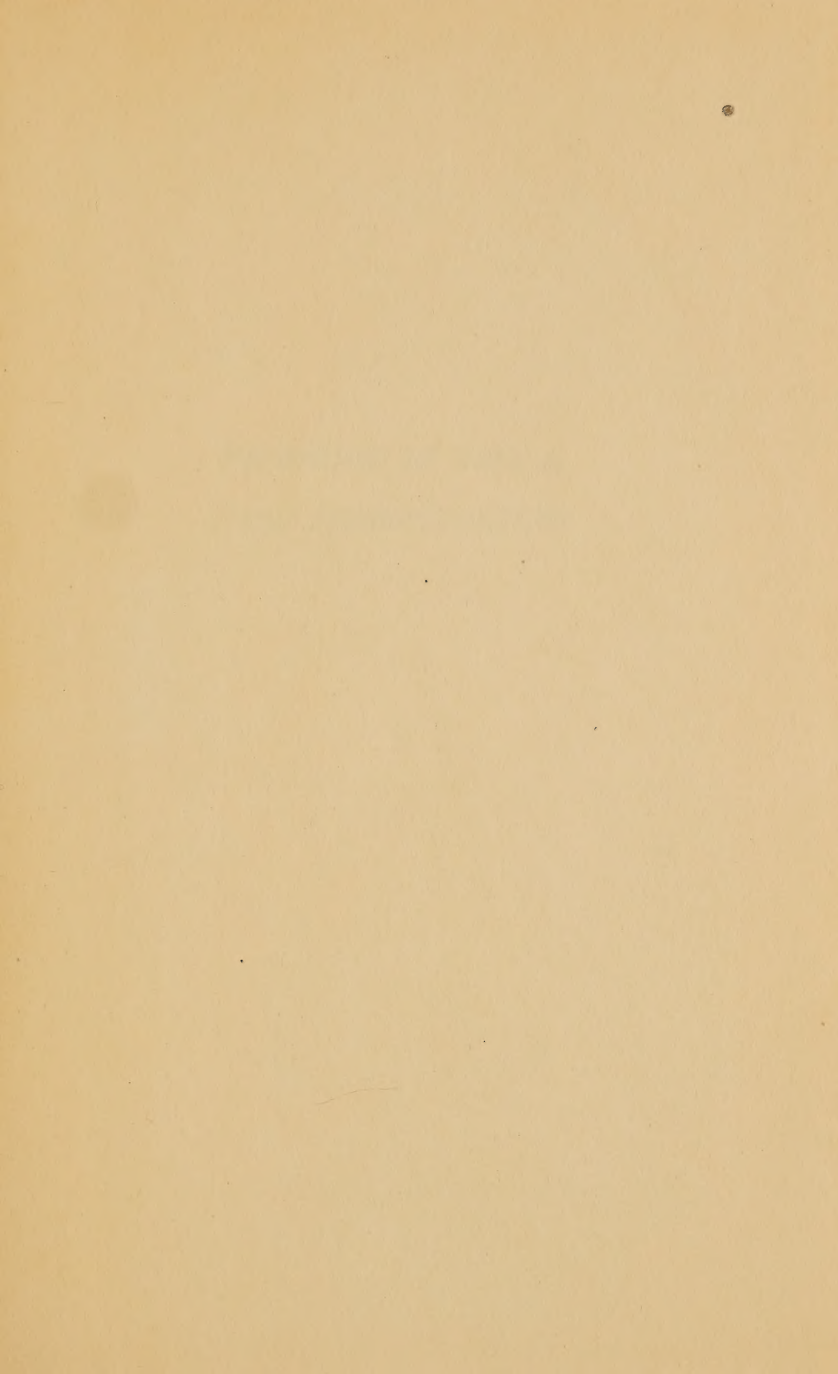


**HANDBOOK OF Y.M.C.A.
CAMP ADMINISTRATION**




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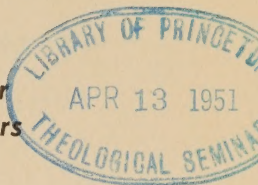
**HANDBOOK OF Y.M.C.A.
CAMP ADMINISTRATION**



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HANDBOOK OF Y.M.C.A. CAMP ADMINISTRATION

*A Manual of Practical Use for
Camp Directors and Supervisors*



✓ *Prepared under the direction of the Camping Commission of the
North American Association of Boys Work Secretaries of the
Young Men's Christian Association*

Edited by

John A. Ledlie and Ralph D. Roehm

ASSOCIATION PRESS, NEW YORK, 1949

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Preface

SINCE the inception of Y.M.C.A. camping in 1885, the organized summer camp has had a growing acceptance in America. Starting with one man, Sumner F. Dudley, a Y.M.C.A. member, and a handful of boys, camping each year includes well over a million persons. Camps of many types and purposes are on every hand. Camps for boys, girls, and young adults; day camps, family camps, trip camps, football camps, music camps, and many others are available. All youth-serving agencies offer camping to their constituents as part of their all-year program. An increasing number of camps are operated by individuals, most of whom are connected with schools or colleges. School camps utilizing the out-of-doors for the teaching of subjects better learned there than in the classroom are being operated experimentally.

It has been evident for some time that there was need for a book on camping that would catch up the best camp experience in the Young Men's Christian Association. It was assumed that there should be some things of a distinctive nature in the camping program of one of the organizations which helped to pioneer the organized camping movement.

Therefore in 1947, at the Seventh North American Assembly of Y.M.C.A. Workers with Boys held at Green Lake, Wisconsin, the Camping Commission of the Association of Boys' Work Secretaries was asked to proceed on the production of a handbook of Y.M.C.A. camp administration. This book, therefore, is the co-operative result of writing and editing of material contributed by representative camp directors of long experience in Y.M.C.A. camping. Their contributions are forged out of practical day-by-day contact with the problems, challenges, and opportunities which present themselves in camping today. Thus this book offers an exposition of Y.M.C.A. philosophy and practice in camp-

ing, growing out of more than sixty years of proven experience, reinforced by the findings of education, psychology, sociology, religion, and mental hygiene. Camp administration has become more complex as the possibilities for character growth and development have been more fully realized.

While it is true that the handbook is designed for Y.M.C.A. camp directors, administrators, and board and committee members, it should be of value as well to other individuals and organizations in the camp field.

Acknowledgment is hereby given to the following men who have written or edited sections of the book: Leif Larson, Kenneth Zinn, Merrill Enyeart, Robert Brown, Carl Alford, Orville Emmons, Edwin C. Johnson, T. R. Alexander, Robert Marshall, Howard Kusterman, Harold E. Wands, Francis W. Holbein, Alden Eberly, C. H. Klippel, Walter Vanderbush, Roland Ure, Bernard Timmerman, James C. Quinney, George Appleman, Willis Miller, William Douglas, John R. Burkhart, and Raymond Jacoby.

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CHAPTER I

Y. M. C. A. Camping—Definition, History, and Objectives

EVER SINCE SUMNER F. DUDLEY in 1885 took seven boys camping on the shores of Orange Lake, near Newburg, New York, the Young Men's Christian Association has been in the camping movement. As pioneers in the field the Association knows from actual experience the unique opportunities for character development inherent in the camp setting. Its philosophy of camping is based upon wide practice and understanding. While the forms and method have changed from those first days, the basic purposes for which camping was started have not altered. The Y.M.C.A. is still interested in relating the individual to a growing Christian experience, in giving him a chance to live out-of-doors, and in helping him learn how to live co-operatively with others.

A Definition of Y.M.C.A. Camping

In order to define Y.M.C.A. camping it is necessary to call attention to the general purpose of the Young Men's Christian Association, which "we regard as being in its essential genius a world fellowship of men and boys, united by a common loyalty to Jesus, for the purpose of developing Christian personality and building a Christian society." L. K. Hall has aptly stated the Y.M.C.A. position when he says, "We shall find the central inspiration for our camp philosophy and practice in the person and way of life of Jesus Christ." So we see that the major emphasis in Y.M.C.A. camping is on human relations in all levels of human experience.

Y.M.C.A. camping has grown to its present proportions because it has met the needs of youth. It is primarily a youth program in which the camp setting and the personal relations of counselor with camper and campers with campers are of a wholesome character. It is a youth program in which there is a wide variety of activities that meet the varied and individualized interests of youth. It is a youth program that defines its function as aiding youth in being led by interest from one experience to another so as to provide the greatest measure of opportunity for developing Christian personalities. It is a youth program sponsored by Christian laymen, administered by a professional staff, and subject to the general policies, objectives, and methods of a well-established agency serving millions in its national and international membership. It is a youth program constantly identifying itself with the positive forces in the local community and always seeking to meet community needs. It is a youth program related to a world-wide movement that has for one of its ideals the building of a Christian society.

Y.M.C.A. camping, then, is a program that develops Christian personality and builds Christian character by:

1. Furnishing Christian leaders, who live with you in an out-of-door setting and away from home.
2. Making possible fellowship experiences in the camp family through individual and group guidance.
3. Providing activities that contribute to the growth of campers in physical skills, social awareness, intellectual stimulation, and religious understanding.

History of Y.M.C.A. Camping

It is not known how many boys camped under Y.M.C.A. auspices in 1886, the year following Dudley's venture, but the Y.M.C.A. yearbook indicates an amazing growth in the thirty-year period following, with another acceleration in the next thirty years. In 1916 there were 22,406 campers under Y.M.C.A. auspices. In 1947, 211,476 different campers made up the Y.M.C.A. camping membership.

Even the growth in the last eleven years is significant as revealed by the year book and indicates that it is still growing.

	1947	1936
Number different campers	211,476	144,042
Boys	133,300	93,798
Men and young men	22,566	19,850
Girls and women	43,173	19,306
Leaders	12,437	11,088
Number of camper days	2,336,921	1,525,156

Y.M.C.A. camping is an expanding movement and is limited only by the resources available and the leadership Association leaders give to it.

In tracing the development of Y.M.C.A. camping since 1885, attention should be called not only to its expansion but also to the changes in the administration of the camping program. For there have been changes that have kept pace with new knowledge gained in the fields of education, health, psychology, and religious education.

Many camps were started with the thought that one adult could take forty or fifty boys on an extended outing in the woods. All he needed was a few tents, some food, and a place to go. Gradually the Association came to recognize that camping was not the classroom transferred to the country but something different from anything else to be found in the city. The first grouping of seven boys to one leader has become a pattern of organized camping, and today the camp is divided into small groups of seven to ten boys, each with a leader. In addition, a specialized staff deals with health, diet, maintenance, crafts, personnel, and program activities.

Another trend in the early days was towards regimentation. How else could one or two adults control forty to one hundred boys? Activities that lent themselves to mass organization became the thing. The schedule was inelastic. Systems of awards, points, and highly competitive plans of program stimulation were used. Gradually the ineffectiveness of regimentation and its attendant systems of motivation became recognized as out of place in a

camp setting where the objective was primarily to develop a Christian personality and effect a relaxed atmosphere in the camp family.

In recruiting the camp staff, the Association has also seen a change in procedure. The counselor in the early days was too often one who was available, who wanted to take a vacation, a college athlete, or one who "loved" boys. Now we look upon the counselor as one who has prepared himself to deal with youth as they meet situations in their daily living.

There was a time when camping was considered healthful just because it was out-of-doors. Today we know that is not true. The greatest care needs to be exercised around diet, fatigue, rest, sleep, tempo of the camp, isolation of illness cases, and care of indisposed campers.

Camps used to lay a good deal of stress on scheduled religious activities on the assumption that such programs were essential to character development. It was a significant day when we saw that character is not the product of one given activity which is labeled religious but that every act has religious implications. It is as if new meaning has been found in Wesley's statement, "In all my works, Thy presence find." Today the emphasis is not so much on scheduled religious activity as it is on the total atmosphere of the camp and the attitudes of the campers towards great spiritual truths.

Attention must also be called to another significant change in camping administration. In the early decades of this century the convenience of the administration determined the grouping of campers. Now we know the importance to youth of being placed with friends. Instead of trying to break up friendship groups or the "gang," we try to work with established groups and take advantage of the powerful forces inherent in them.

Finally, no brief statement on Y.M.C.A. camping would be complete without calling attention to the role played by the camp seminars conducted by the George Williams College. Under the leadership of Hedley Dimock and others seminars pro-

vided Y.M.C.A. secretaries with excellent opportunities to bring their practices in camping up to date with the findings of research in matters affecting camping.

The Objectives of Y.M.C.A. Camping

Taylor Statten and Hedley Dimock have indicated that the success of a camp may depend more upon the clarity and the significance of the counselor's aims for his campers than upon any other factor.

Directors of youth camps discharge their most important responsibility in their selection, training, and supervision of counselors. These counselors, who live in close fellowship with small groups of youth as they participate together in the activities of the camp, should be in sympathy with and willing to advance the cause of the Young Men's Christian Association. They should have some understanding of adolescent psychology and have one or more skills that appeal to young people. They should enjoy being and working with young people. They should be well adjusted as individuals and able to handle situations as they need to be resolved.

In the actual operation of the camp the counselor becomes the key that helps unlock the unlimited opportunities for the growth of youth. He shares all the day's situations with the camper. He participates in the reactions and interactions between counselor and camper and between camper and campers. He uses the day's events so that basic life attitudes are developed, ideas are expressed, social inadequacies are interpreted, individual adjustments to the community are accomplished, and lifelong friendships are formed. He takes advantage of the camp setting in encouraging co-operation and democratic living. He helps the camper feel that he has a share in the decisions that are made for the welfare of the camp family. He uses the social setting of the camp so as to provide for the personal enrichment of the individual in the development of his personality, his skills, and his character.

Activities will always be the more apparent features of a camp. On the surface they are the reasons given for enrolling as a camper. They are the basis for much of the chatter that goes on in camp. The baseball game, the tennis match, the swimming meet, the long hike, the campfire program, and the fishing trip are all examples of program as many understand the term. More difficult to appreciate is the fact that program is not limited to activities alone but includes all that happens to persons while they are part of the camp family.

It is not too important that Y.M.C.A. camping everywhere promote a common set of activities. The location of the camp, the type of its equipment, and the skills of its leadership will help determine to some degree the kinds of daily events that occur. It is important that the basic assumptions upon which these activities are conducted are present in our program wherever Y.M.C.A. camps are operated.

We assume that the following objectives are of primary importance in our camping program.

1. A Y.M.C.A. camp should keep its program person-centered rather than activity-centered, selecting counselors competent in maintaining this point of view. The individual's needs and interests should determine what activities are to be conducted rather than a prearranged schedule of events.

2. A Y.M.C.A. camp should provide opportunities for campers to practice good health habits, become physically fit, and share in maintaining good safety standards for the welfare of all.

3. A Y.M.C.A. camp should help campers acquire skill in games, sports, and aquatic activity, with a minor emphasis on intensive competitive events.

4. A Y.M.C.A. camp should encourage leisure-time activities which can be pursued in adult life and in which the camper is a participant rather than a spectator.

5. A Y.M.C.A. camp should help encourage campers to participate in camp craft and nature lore and help the campers to develop appreciation of the out-of-doors.

6. A Y.M.C.A. camp should encourage rugged camping,—those types which permit adherence to safety and health standards.

7. A Y.M.C.A. camp should encourage creative expression, by appealing to the imagination and desire for adventure.

8. A Y.M.C.A. camp should foster spiritual experience, by relating religion to daily living and actions and by meaningful discussions, ceremonies, and worship programs.

9. A Y.M.C.A. camp should interpret the camping experience to its campers in terms of supplementing the home, the school, the church, the community, and the round-the-year program of the Y.M.C.A.

10. A Y.M.C.A. camp should encourage world-mindedness, recognizing that world peace, brotherhood, and good will start at home, and urge campers to participate actively in some form of world fellowship service.

11. A Y.M.C.A. camp should extend its promotion to serve more members of the Y.M.C.A. with a camping program.

12. A Y.M.C.A. camp should reach out beyond its usual constituent membership and provide opportunities for camping to others in the community.

13. A Y.M.C.A. camp should operate with a budget that provides for the best kind of leadership, well-prepared and sufficient food, adequate equipment, proper health and safety standards, and good business practices.

14. A Y.M.C.A. camp should conform to the standards of good camping as outlined by the National Camping Commission of the Y.M.C.A. and the American Camping Association.

15. A Y.M.C.A. camp should co-operate with other agencies of the community in raising the standards of camping and in meeting community needs and should participate in the affairs of the National and Area and State Y.M.C.A. Commissions on Camping and in the program of the American Camping Association.

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The Constituency To Be Served

IN THE EARLY DAYS of organized camping "constituency to be served" was not given much consideration. Those persons who had something to do with organized camping were men and women possessing the pioneer spirit and the vision of bringing back into our highly civilized and, in many respects, artificial life those values which come from living in the great out-of-doors. Since the time of Moses people have camped out along the banks of streams, by the shores of lakes, and in the mountains; but camping as an organized, co-operative way of living is a comparatively recent development and is distinctly American in origin.

According to H. W. Gibson in his article on "The History of Organized Camping," the Gunnery Camp conducted in the year of 1861 is the first appearance of a camp operation which might be classified under the subject of organized camping. It was a development of the Gunnery School of Washington, Connecticut. It is recorded that when the Civil War began the boys of this school were eager to be soldiers, to march, and especially to sleep out in tents.

Boys in American life were the first campers in organized camping, and today approximately seventy per cent of all campers served by Y.M.C.A.'s in this country are boys.

Objectives in camping have been emerging for many years. In recent years the Young Men's Christian Association has developed a set of objectives that seems to be adequate for its camping movement. Those mentioned in Chapter I have great bearing on our question of constituency to be served.

Early in Y.M.C.A. camping boys were recruited for attendance at camp from the membership of the Association as well as from the total boy life of the community. This same situation is true today.

A growing concern on the part of "Y" camp committees and "Y" secretaries regarding camping constituency has been developing in recent years. This concern regarding camping constituency was given much time and thought at the Y.M.C.A. section of the American Camping Association Convention in Boston in 1946.

"Constituency—Whom Do We Want to Serve?" is Item 1 in the recent publication of the National Council of the Young Men's Christian Association entitled "Check List."

This question and concern of constituency to be served must be considered by every camp committee in the Association if we are going to plan well for camping. Do we want to serve younger boys, older boys, or just boys? Do we want to serve girls, young men, coed groups, family groups, building membership boys, racial groups, youth from low-income families, or youth from high-income families? What is the answer to this question?

John Ledlie, in his "Camping Issues" distributed in the spring of 1946, summarized these concerns and questions around this problem of constituency. They are as follows:

On what basis do we select boys for Y.M.C.A. camps? Is this basis what it ought to be?

Why should boys go to Y.M.C.A. camps? Who should go? How should we get them?

These questions are faced somewhat restlessly. There is an uneasy feeling that local Associations have fallen into the pattern of recruiting lower-middle-class boys mainly—those whose parents cannot pay the fees of private camps but who can pay more than a charity-rate fee. If there are reasons for selecting boys other than these somewhat irrelevant economic ones, we do not state them very clearly. About all that can be said is that "these boys are the ones who file applications and pay our fees."

Of course there is a general purpose for having boys in our camps but why these *particular* boys? No clear answer is given.

Toward Further Definition of Constituency

Perhaps more thought and experimentation along a number of lines suggested by the wide variety of opinions expressed, and the wide variety of practices reported in our discussion, is needed. While one answer may not be possible, or even desirable, these experimental criteria of selection are commended for consideration:

1. Ought not boys be selected for our camps who are already active and responsible participants in our year-round group programs? This criterion underscores the training aspect of camp life.
2. Ought not more boys be brought in from lower economic levels, not primarily as a philanthropic gesture but as a means of building up a trained Y.M.C.A. boy constituency at that level?
3. Ought not more provision be made for boys from homes in the higher income brackets, partly as a means of developing leadership among these potentially influential boys, partly as a means of drawing their families into the orbit of Y.M.C.A. interest?
4. Ought not boys be selected for new kinds of camping experience that are unusual and challenging, especially such as will appeal to older boys?
5. Ought not the general and specific objectives of the Y.M.C.A. be kept more constantly in mind as our camp program is planned and conducted, selecting boys who we think will respond to programs that express these objectives?
6. Ought not all the boys of the community be included within our concern that adequate camp facilities be provided? As we share with other agencies and the government in making provision for more and more boys, it becomes needful to decide just *which* boys are wanted and *why*.
7. Ought not some criteria be worked out (ratios or other devices) for determining how many boys any given Association ought to make camping provision for?

This problem of working out camper constituency must be

approached on the local level. City Associations which operate one camp must work out their approach. Associations in large metropolitan areas operating two or more camps must work out a different approach.

Year-round integration

Certainly for most Associations, however, the boy membership of each association will receive first consideration. Carry-over and year-round effectiveness are considerations for this decision. Generally speaking, it is the opinion of the writer that it would be desirable if 50 per cent of the total campers were members of the "Y" program in the city.

In a recent study of Associations in cities of 100,000 to 999,999 population, according to the 1946 Y.M.C.A. Yearbook, it was found that of 57 Associations owning their camps 26 per cent of their boy members were fortunate enough to go to camp.

Every camp director and "Y" secretary should give attention to the question of integrating the camping experience with group experience during the rest of the year. Effort has been made by some Associations to bring into the camp, as cabin groups, the total membership of Gra-Y, Junior Hi-Y, or neighborhood "Y" clubs. This is in the direction of making the camp experience a part of the ongoing club program. This is in keeping with research findings with respect to good group work. If camping is to have any carry-over values, it is obvious that the kind of experience a boy has in camp and what he does during the other ten or eleven months of the year should be related. More camps should provide for the registration of groups and do more experimentation with this kind of integration.

Older boy camping

During the past several years the Y.M.C.A. national office for camping has made studies on various matters of camping. The age range is one study which should interest us in this matter of constituency.

Boy campers between the ages of nine and twelve make up 56 per cent of our boy campers, boys from twelve to fifteen years of age 35 per cent, and boys over fifteen years of age 9 per cent. Many of us are concerned about this ratio and feel that our older boy camping needs special attention.

This concern for older boy camping has been expressed at all recent conferences and national Boys' Work assemblies.

Listed here are some suggestions to help develop the older boy camping program:

1. "Heavy" and extended trips, such as mountain climbing, long canoe trips, long horseback expeditions, covered wagon tours, winter-camp week ends.
2. Rugged, primitive "hard" living—the boys roughing it under strenuous conditions, doing their own cooking and other work.
3. Freedom from the geographical limitations of the camp site.
4. More adequate outpost facilities.
5. Freedom in schedule making.
6. Responsible participation in planning and carrying out the program. Discussion will have an important part.
7. Construction projects, some of which may be "heavy": setting up camp, building bridges, council rings, docks, chapels, new trails, drainage ditches, outposts.
8. Agricultural work projects: harvesting, fruit picking, crop cultivation.
9. Contact with girls: coed camps, intercamp visits.
10. Small groups: on trips, in outposts, on work projects.
11. Teaching of high-level skills: fishing, sailing, tennis, skiing, golf.
12. Leadership training and leadership opportunity (with some reservations regarding the junior-counselor plan, which has not been satisfactory generally).
13. Retreats for Hi-Y groups and the like—short and busy.
14. Christian youth conferences—in which recreation and fun are present but incidental to the purpose of inspiration and training in the Christian way of life. Some church camps set this pattern very well.

15. Leaders with personal resources adequate for making them helpful and stimulating to older boys.

16. Emphasis on variety—recognizing the fact that older boys' interests are specific and divergent. Not all will go to Christian youth conferences. Not all care for rough trips. Not all care for high-skill instruction.

Toward a Better Definition of Philosophy

Progress toward the solution of our camping problems rests upon our understanding of why the Y.M.C.A. conducts camps at all. What is our purpose? What methods, equipment, standards, leadership, constituency are consistent with that purpose? What is the essential genius of Y.M.C.A. camping? What is a Y.M.C.A. camp at its best?

All of the responsibility for this kind of philosophizing cannot be delegated. Each director needs to examine his own motives, the intentions of his Association, the expectations of his constituents in the light of what the Y.M.C.A. is. But the leadership of John Ledlie and others is welcomed in helping to think out and reformulate objectives for Y.M.C.A. camping. To quote L. K. Hall, "We are reasserting an age-old loyalty when we express our conviction that we shall find the central inspiration for our camp philosophy and practice in the person and way of life of Jesus. To admit the gap between our actual thought and practice and this ideal is not to give up the ideal but to direct our efforts to the finding of ways to lift our practice nearer to it." The last three Boys' Work assemblies have shown great concern in the field of camping. At the Boys' Work Assembly held at Green Lake in 1947, twelve recommendations were made by the Commission on Camping. Five of these recommendations have great significance in relation to camp constituency and the Y.M.C.A. They are as follows:

1. That in Y.M.C.A. camping primary emphasis be placed upon the pioneer type of program as contrasted to the summer resort type of camping.

2. That standards of older boy camping be maintained on as high a level as at other age levels.

3. That the importance of coed camping be recognized and Associations urged to find more ways of developing this type of camping.

4. That camping be integrated into the year-round program of boys' work in order to serve more adequately the boy membership and their group leaders.

5. That Associations carrying on interracial camping be commended, and that other Associations be urged to sponsor such experiments.

These five recommendations should help to give us direction in the matters of constituency in the days ahead for Y.M.C.A. camping.

Expansion of the Y.M.C.A. Camping Program

During the war it became necessary to have camping recognized as an essential wartime activity. Government representatives agreed to the values of camping. They insisted, however, that the movement had been too limited in scope. They maintained that if camping was essential for some children, it was essential for all children. They pointed out that the number of children reached through camping was quite insignificant as compared to the total child population of the country. This is confirmed by a study of camp fees and administration services during the 1947 season, made by the Camp Branch of the Y.M.C.A. of Los Angeles, which shows that low-cost camping is done on a rather small scale. In other words the great majority of our boys who go to camp come from middle-class American homes.

The study indicates that the charge for low-cost camping, including fees for transportation, is under \$2.50 a day. The daily rate at camps reaching the average middle-class boys is between \$2.50 and \$3.50 a day. In some camps the fee is more than \$3.50 a day, and the boys remain in these camps for longer periods. The average camping period in the East and Middle West is

two weeks or more. Generally speaking, Y.M.C.A. campers are boys whose parents can afford to pay the stated fee for a camping experience.

Camperships

Camping proponents need to find ways to make the experience available to all children, and one answer of Y.M.C.A. camping has been the "campership" funds which help make it possible for boys from less privileged homes to go to camp.

In administering campership funds the best practice is to interview the boy and his parents to determine what amount the camper can pay and then furnish the balance from the campership fund. Many Associations work with the Council of Social Agencies or welfare council, and with individual case workers of agencies, in selecting boys in the community for camperships.

In the development of new camping projects and in the re-organization of old ones Associations are encouraging outdoor experiences for all age levels in their constituency and thinking in terms of year-round use of equipment. These are some of the ways Associations are expanding their programs to attract a growing clientele of youth and adults.

Lengthening the camp season

Outside of the four-, six-, or eight-week boys' camping season, camp property has been used by family and church groups. In some camps at least two buildings have been constructed for winter camping. Before the opening and after the close of their own season a number of Associations across the country have been making their camping equipment available for church conferences and camps.

Establishing branch camps

Several of our large city associations have established branch camps in addition to a city-wide camping project in order to meet more fully the camping needs of branch memberships.

These camps have been operated at low cost and in most instances subsidized. Two illustrations of branch camping, but with different administrative policies, are New York City and Cleveland, Ohio.

Developing outpost camps

Outposts have contributed to the flexibility of camping programs since they have a minimum of equipment with a consequent low upkeep cost. They usually consist of one cabin with minimum kitchen facilities and sleeping accommodations for fifteen to twenty-five persons. When heating facilities are provided this type of equipment lends itself to use by boys' clubs and club groups throughout the year.

Associations that have been experimenting with this type of camp advocate constructing the sleeping accommodations in two wings, with separate washing and toilet facilities, for use of the camp by coed groups. They also suggest making the sleeping arrangements comfortable enough to appeal to older adults, members of committees and boards, for weekend retreats and conferences in the interest of total Association program planning.

These are some of the values that an outpost camp provides:

1. It lends itself to informal, rugged camping by small groups.
2. It provides low-cost, short-term experience for persons normally unable to afford the time or cost of more extended camping.
3. It helps to meet the needs of the Association membership. There is evidence that, as the local camp originally established to serve the boy membership expands and more elaborate equipment is added, operation costs increase, necessitating higher camp fees. Eventually a local Association discovers that its camp is made up of a constituency only forty per cent of whom are members of the "Y" and few of the remaining sixty per cent ever become active in the year-round program of the "Y."
4. Outpost camping is a practical way of integrating camp-

ing with year-round group experience though little progress has been made in realizing this objective of "Y" camping.

5. The use of outpost cabins by father and son groups holds real promise. Many camp directors over the country are recognizing that camping does not have to be confined to one location.

Mobile camping

Although the highly organized camp, which has had quite a development in this country, will continue to hold an important place in Y.M.C.A. camping, many of our directors are introducing variations of the camping program, and this is a splendid development. Some of these developments have already been mentioned. Others are: motor trips to national parks, caravan trips to points of interest, packing and hiking trips into primitive country, straight hiking into rough country with pack and food being carried on the back, canoe trips, and covered wagon trips.

An Association in the Southern area quite successfully planned a unique camping experience for about 30 boys. It was an extended trip into the wilderness of the Great Smoky Mountains. The campers carried only the bare necessities for the expedition. They relied entirely on their own resources and the wilderness environment for program. This is a far cry from the usual type of camping provided by highly organized boys' camps.

Camping for adults

Camping for adults has been quite limited in the Association Movement. Only a few Associations—Boston, New York, Philadelphia, Pittsburgh, and St. Louis among others—have had successful demonstrations of young men's, coed, and family camping. This field offers unlimited opportunities for expansion.

School and Municipal Camping

In the future it will be found that more schools and government agencies will be entering the field of camping. A notable

example of government experimentation has developed in Canada, through the Ontario Section of the American Camping Association. The government is developing a plan to make camping available to all children. To maintain standards in the face of a rapid growth of public camping, the Ontario Section has submitted to the government as the basis for an operating plan a statement of principles covering:

1. Working with existing camps and agencies.
2. Government support for organizational camps.
3. Government subsidies to help defray the cost of leadership, reduce fees, cover or reduce transportation cost to campers, assist in purchase of site and equipment, meet municipal taxes on camp property.
4. Securing leadership in sufficient number, which is capable, trained, and of high moral character and religious faith.
5. Government purchase of sites and equipment for camping areas and erection of good permanent buildings. Fully equipped camps could then be made available to the organizations and agencies already working in the district.
6. Use of navy, army, and R.C.A.F. equipment in approved camps.
7. Minimum requirements for approved camps arrived at in conference with the Ontario Camping Association.

Serving a Larger Percentage of the Membership

Subsidized camping, mobile camping, and the establishment of one or more usable cabins for close-in camping seems to be the logical way of meeting this goal. Making camping a part of the year-round program of group work of local organizations is closely related.

Interracial Camping

A number of Associations recently have been experimenting in the field of interracial camping. Among these Associations are New York; Philadelphia; Pittsburgh; Madison, Wisconsin; Wichita, Kansas, and Los Angeles.

The development of better interracial and intercultural understanding is one of the big challenges to our Y.M.C.A. Movement today. There is great need for courageous study and experimentation in this field by our Y.M.C.A.'s the country over. As John Ledlie stated sometime ago, in an article entitled "Priorities for A.B.W.S.," "There is little hope of a united world and a just and durable peace unless progress is made in living together as a truly united people."

Signposts Ahead

The Y.M.C.A. is at the beginning of a new era in its camping services. During the next few years hundreds of Associations will be spending thousands of dollars for development and improvement of camping facilities. Millions of dollars have already been invested in property, buildings, and equipment. The annual income from fees alone in Y.M.C.A. camps across the country exceeds \$3 million annually.

But beyond these material aspects camping is of great significance because it is rated one of the most effective program resources at the disposal of the Association for development of Christian character.

Camping was originally conceived of as an experience characterized by a fixed site, a boy constituency, a standard equipment, and a routine approach to organization and program. Now a new conception is emerging that is challenging the best thinking of our Association leadership.

This new development and thinking emphasizes experimentation with camping for the total constituency served by the Association—adults as well as youth.

It anticipates the year-round use of facilities and experiments with a variety of types of camping, such as co-ed, interracial, family, father and son, rugged packing trips, and mobile camping for our "Y" boys' clubs and our total "Y" constituency.

A few Associations have already made successful demonstrations in all of the areas of camping enumerated, but there is

every reason to believe that progress in these directions will be greatly accelerated in the next decade.

If this broader concept of camping catches on, it will require a different kind of administrative practice than now exists. The growth of Y.M.C.A. camping until the present time has reflected the emphasis on Association boys' work.

In almost every instance the lay responsibility for the supervision of camping has been vested in the boys' work committee or a camping committee that has been related to the boys' work organizational structure of the Association.

A new administrative relationship in committee structure may be required if the total camping interests are to be caught up and represented in a policy-making body.

In conclusion, our camping constituency is found in the community and in our total association membership. We want to serve our membership, but we also want to reach boys, youth, and adults in various walks of life.

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CHAPTER III

Promotion, Publicity, and Interpretation

IT IS SOUND BUSINESS for a camp to operate at full capacity each season, and to achieve this goal requires year-round promotion. Whether it is liked or not, camping is in a competitive field and a constituency must somehow be informed that the camp exists. While it is true that the satisfied camper is the best advertisement, it is also apparent that the general average of repeat campers rarely exceeds 50 per cent even in the most successful camps. In promotion, therefore, there are three important groups to be reached: former campers, potential campers, and parents, and it is essential that publicity materials be geared to the primary interests of each. The former camper is interested in news of camp, program, leaders, friends, new equipment; the potential camper wants to know about swimming facilities, sports activities, and how often he may ride horses; while the parent is interested in water safety, health regulations, food, leadership, and camper's equipment. Except for the annual advertising booklet or folder, which must necessarily appeal to the interests of all groups, it is advisable to direct publicity through separate channels to boys and parents.

The Camp Booklet

Whether this annual piece of promotion literature is an elaborate brochure or a simple folder, it should have eye appeal and it should tell a story. Advertising people insist that one good picture is better than a thousand words, and camp literature too

often errs on the side of anxiety, answering all possible questions rather than leaving something to the imagination and intelligence of the reader.

Tell it in pictures, keeping the text to a minimum of description and necessary data, and issue detailed information on a separate printed or mimeographed sheet.

Most camp booklets are printed on enamel-coated stock of 70 to 100 pound substance, with a self-cover of the same weight, and this glazed paper is the only kind on which half-tone cuts from camp photos can be printed.

The cover is highly important and should have both eye appeal and human interest. Pictures of large groups, buildings, or single activities are not effective as cover material, but scenic shots of lake, hills, campus, human interest close-ups of youngsters sunbathing on the dock, a small boy rowing a big boat, or pictures with the leader-camper angle are ideal.

For example, here is a good cover picture: a tousle-haired, freckle-faced youngster wearing a jacket on which the camp name is prominent, peering directly at you over a huge chunk of watermelon, his uneven teeth fully displayed in a grin that reaches almost from ear to ear. To young or old the naturalness and humor of such a picture have an irresistible appeal and create a desire to look inside. Page 2 carries a picture of a boy and his leader and another picture of boys swimming. The brief text describes location, equipment, and leadership. The opposite page contains pictures of flag raising, boys and horses, action on the tennis courts, and the finish of a fifty-yard dash. Pages 4 and 5 have a center spread of six pictures showing nature lore, boys in a boat, swimming instruction, evening campfire, a close decision at second base, and an archery group. The text emphasizes activity in all phases of the camp program. Page 6 has pictures of riflery, craft shop, leaders' group and no text. Page 7 includes general information on registration, ages, dates, costs, etc., beneath a picture of a section of the campus. The back-cover picture is a bird's-eye view of the entire campus, with

text including camp name and address and listing members of the camp committee.

Having selected a printer, it is wise to give him the best photos of your camp and have him make the layout. He will know more about this business than most camp directors.

Offset work is sometimes less expensive than printing and has been greatly improved in recent years, but a good printing job on coated paper will unquestionably give best results, and a touch of color throughout will also help.

Newsletters or Bulletins

If all the youngsters who attend our camps were also active participants in our local "Y" programs there would be little need for mail contact between seasons, but so long as the reverse is true it is highly desirable to keep in touch with the entire camp constituency of boys, leaders, and parents.

If the budget can support a printed paper, excellent, but if not, a mimeographed sheet carrying the heading of the camp paper will do.

The bulletin or newsletter should be newsy, informative, inspirational, and carry a touch of humor. Contributions from campers and leaders should be encouraged. Following is a suggested outline for monthly bulletin:

September: Refer to season just closed and the value of continuing worth-while elements of the camp experience. List home addresses of the leaders.

October: News of campers and leaders. An article on Halloween or "Camp in the Fall." Notice of coming events.

November: Thanksgiving theme, including thankfulness for camp and a thought for the less fortunate. Advance notice of reunions and news of campers.

December: Make it a Christmas remembrance: a bit of poetry, a sprig of evergreen, or a picture of camp in winter. Final announcement of reunion plans.

January: RESOLVE: to make the next season the best ever. Announce dates, board rates, leaders who will return. From now on emphasize the coming season,

February: A story about camp in midwinter or perhaps emphasize Washington and Lincoln birthdays or St. Valentine's Day. A statement concerning new camp projects under way. More news of campers and leaders.

March: A feature concerning the Lenten season or plans for a vesper service. Announce preliminary plans for the coming season and seek names of prospective campers. Advance notice of spring reunion. Boys may be interested in a tabulation of number of months, weeks, days, hours, minutes, etc., to the opening of camp.

April-May-June: These issues should be filled with details of plans for the approaching season: news preparatory to opening of camp. Spring is in the air. How long until camp? Return of old leaders, reunions, and leaders' meetings.

Anniversary Cards

Every camper should be listed in a birthday book and receive a card or personal note on the occasion of his birthday. To continue this practice over a period of years, whether or not the boy returns to camp, builds a wealth of goodwill.

A special Christmas card, perhaps showing the camp deep in winter snow, is an excellent reminder that the spirit of camp is akin to the spirit of Christmas.

Get-well cards in cases of illness, notes of sympathy in time of bereavement, and letters of congratulation for any form of achievement help tremendously in maintaining firm and lasting friendships.

Memory Books

Here is the old "autograph book," so popular with school youngsters at graduation time, but adapted to camp use: pages to include names and addresses of campers and leaders, place for photos, record of achievement, program events, trips, camp songs, autographs, and other information.

This can be a valuable record to be kept for many years and looked back upon with pleasure. It can also be very good advertising as the boy proudly exhibits it to his numerous friends.

Commercial books of this type are available, but a better idea may be to have the campers make their own in the craft shop.

News Releases

"Is it news?" is the only question which interests the city desk man when copy regarding camp all too infrequently comes his way and, from a newsman's viewpoint, it usually is not news. A spring reunion or the opening of camp may be big events to the camper, but to the public it is like information that Monday will follow Sunday. Camps are expected to run reunions and to open on scheduled time as a matter of routine, and this is not news. Local papers should be informed of such events, but the camp should be content if the notice gets in at all.

If the camp director were to murder the caretaker or throw his mother-in-law down a flight of stairs, he could make the front page with ease, but this is not the kind of publicity desired. It is possible, however, to dream up an occasional idea sufficiently seasonal or interesting in human interest appeal to catch the imagination of the news editor. At the Christmas season a picture of a well-padded Santa emerging from a fireplace to present camperships to needy boys, at Eastertime an egg-rolling contest on the campus, an article on "The Values of Camping" in a mid-May issue when the "call of the wild" begins to stir up thoughts of summer—these have possible news value. One camp managed to wangle a full page in the rotogravure section on the life of a caretaker in winter: how he kept warm, prepared his food, cut wood, fished through the ice, stalked deer, kept in touch with the outside world via radio, and in general had a whale of a time while snowed in and isolated from the world for several months of the year.

Small-town papers are more receptive, and this is particularly true when items of interest are given them concerning hometown youngsters. Some camps set up a publicity department which gathers news of activities and achievements of boys from

various communities and forwards the items to local papers where they are often given front-page space.

In submitting copy for news publication, use standard (8½ x 11) plain bound paper with text double-spaced. Remember that you are not writing a book and keep the copy clear, direct, and to the point. The use of names is good, but long lists are anathema to the editor. If the copy contains only essential details, it has a better chance to be printed in full rather than distorted by drastic cuts.

Periodicals

There is no limit to the possibilities of outreach in camp publicity. Every periodical in which the name of the camp appears means additional contact with groups of people. Such media need not be limited to those reaching children or parents only. Other adults may have grandchildren, nephews, or neighbors who are potential campers, and every mention of the camp name helps in promotion. House organs, edited by personnel directors of industrial concerns, Chamber of Commerce magazines, civic club periodicals, Federation of Women's Clubs bulletins, school and church publications, and many others are potential media for timely articles on camping.

Paid Advertising

The question of paid advertising is highly debatable. Some camps claim it is unnecessary because their camps are filled without it, and others feel that it brings in the required number of campers each year and keeps the name of the camp before the public. It is obvious that a camp which is consistently filled to capacity without paid advertising doesn't need it, but if there is a margin of uncertainty advertising will bring results when wisely placed. Y.M.C.A. camps in the higher income brackets come close to the highly competitive field of private camps, and for such Associations paid advertising is essential. With a few outstanding exceptions, however, Association camps draw from

a limited radius and for this reason advertising in local media is more productive and less expensive than in national publications.

Visual Aids

It is perhaps unfortunate that all potential campers, parents, or donors cannot be transported to the camp site where they might see all its beauty and human appeal as these reveal themselves in a full period of fifty-six days and nights. The story may be told to a limited few who will read the printed material or listen to the spoken word but, by far, the most effective means of appealing to the public at large is by visual demonstration.

Photographs

The amateur photographer is a valuable adjunct at camp, but he is not always dependable and may not be with the camp another year. The director who takes his own pictures is inclined to get in a rut and fail to catch human interest shots because he is too close to the camp activity. Get a good professional photographer to take a series of pictures each year covering all phases of camp life. Feed him ideas but let him be free to exercise his art and his imagination, and, whatever the cost, it will be worth it.

Photos should be finished on gloss paper from which the best half-tone cuts can be made for the camp booklet. Copies of the prints should be available to the campers and this in itself is excellent advertising. A yearly album of prints provides an accurate historical camp record, and prints may be used for display exhibits and posters or enlarged and framed for the camp office.

Color Slides

Here the amateur photographer comes into his own. Once the initial investment in a 35-millimeter camera and projector has

been made, there is no more effective or less expensive method of telling the camp story in pictures. The entire equipment of slides and projector is compact, easily transportable, and may be set up anywhere with minimum difficulty. While somewhat less effective than the motion picture, it has the advantage of being much less cumbersome and decidedly less expensive.

Motion Pictures

There can be no question of the effectiveness of the motion picture. It has life, color, action, and it is the greatest visual medium of our day. Again it must be recognized that here is a field of tremendous competition. The local movie theater shows films beside which the best amateur efforts may appear little short of ludicrous. If the camp budget can stand it, get a professional to take the movies and make the titles. If an amateur does the job, make sure that a light meter is used for every scene. Movies are expensive, involving not only camera, light meter, tripod, filters, etc., but also a projector and screen for showing. Contrary to general belief films deteriorate to the point of unusability in a matter of four or five years unless stored in a humidifier.

In shooting the picture it is advisable to follow a continuity or script. Appropriate themes which suggest themselves are a youngster arriving at camp and what happens to him thereafter or a day at camp: opening with flag ceremonies, dip, etc., and closing with flag lowering or silhouette of bugler sounding taps. Above all, do not have a hodgepodge of scenes, but give your camp picture continuity and proper timing and use professional titles unless you are exceptionally good at making your own.

The camp movie is a definite attraction at reunions and excellent for use with church groups, civic clubs, P.T.A.'s, and other organizations.

Posters and Exhibits

Unless posters are well executed and smartly used, they are of dubious value. Too often posters are done by amateurs, and because considerable effort has been expended in their production they are expected to last a long time. If posters are used, it is good to display them only for a limited time, have them made well, rotate them frequently, and discard them when soiled or outdated. At best, posters can reach only a limited audience, but they may be effective in Association buildings, churches, and schools.

In making posters be sure to keep the text at a minimum. Most people cast no more than a casual glance at signs, and the story has to be told in a split second. A splash of color is an eye catcher, and very attractive signs may be made using bright tempora colors on a black show card.

Exhibits may be useful if the opportunity and the setting are right. Sometimes department stores offer space in locations so far off the beaten track that only a handful of people ever see the display. The space provided for free window display may be around on a side street and not large enough to be of much use. By all means accept such opportunities and work out as attractive a display as you can, but do not expend too much effort in securing exhibit space unless the location is good. For all exhibits remember that the impress of the message must be made in approximately fifteen seconds.

Reunions and Rallies

Reunions are important both from the standpoint of making camp an all-year experience and because of their promotional value for the future. Many camps hold reunions at a central point during the Christmas holidays, providing place to swim, food, entertainment, and reminders of camp. If the camp constituency is not too widely separated, more frequent rallies are possible. Where campers live in distant areas it is advisable to

set up sectional meetings. Emphasis at the Christmas reunion might be on reminiscences, and at the spring reunion on promotion. Make invitations and content of reunions attractive and use as many campers and leaders as possible both in planning and in execution. It is a good idea to encourage leaders to stage tent reunions in someone's home. In promoting reunions it is more or less standard practice for participants to share the cost, but since such activities have great advertising value it is good business to make fees a minor consideration.

Parent Contact

It is generally accepted that the total contact of Y.M.C.A. camps with parents leaves much to be explored. Parents are needed in the camp situation as well as in other phases of "Y" work, and when the parent *as well as the camper* is completely sold on the job that is being done, the combination is unbeatable.

Parent meetings may be helpful in local situations or on visiting days at camp, but in the main these can be little more than informative. However, when parents feel themselves to be a *part* of camp, have a share in planning, or a definite responsibility for promoting the welfare of the youngsters, they become valuable and effective adjuncts of the camp itself. Fathers who serve as auxiliary leaders at camp or as committee members, parents who join in the efforts of a camp welfare association, can do infinitely more for camps than any paid advertising or high-salaried personnel that could possibly be commanded.

Organization Contact

There is a wide field for the dissemination of camp information among adult groups of any community. Civic clubs, Parent-Teacher Associations, men's church clubs, etc., are always looking for program material and provide a golden opportunity for the director or layman to tell the camp story to an appreciative

and receptive audience. If possible, let a few campers tell of their camp experiences and utilize any available talent or show camp movies. Civic clubs are often interested in sending needy children to camp or in contributing capital equipment.

Leader-Camper Contact

To a high proportion of campers the leader *is* the camp, and his importance in this connection cannot be overestimated if the camp is to be a continuing experience. It is good practice, therefore, not only to encourage leaders to continue their camp service as long as possible, but also to advocate their contact with youngsters out of camp season. Chain letters, birthday cards, Christmas cards, tent reunions are a few ways in which this relationship can be maintained and enriched.

Radio

Camping has made comparatively little use of radio as a medium for information and publicity, but this field deserves serious consideration. Commercial programs on the larger networks command the best radio time, and organizations such as the Y.M.C.A. are obliged to accept low-audience periods on limited-scope stations. In spite of these obstacles it is probable that time on any station is better than none, and when it is available it should be used to best advantage.

On the air "Y" camps are faced with the problem of competing with full-time professional entertainment. As at best the time allotted will be very brief, it is unwise to pack too much material into the program. For a fifteen-minute program, which is about the limit of free time, the following programs have been used with success:

Talk: by layman, camper, or director on "The Values of Camping." Do not attempt to cover the entire field of camping; select a few important features, giving illustrations and human interest stories.

Round-table discussion: An interview by a moderator with a group of youngsters on phases of the camp program.

Entertainment: Musical or dramatic talent developed at camp. Unless the offering is exceptional, do not attempt this because the program will have to stand comparison with professional talent.

Information for Parents

Because the promotion folder or booklet aims to sell rather than provide complete information, a separate mimeographed or printed form might be inserted containing enrollment dates and fees, equipment lists, information on laundry, transportation, baggage, motor routes, visitor's regulations, physical examination, mail, spending money, extra fees, religious services, when and where to pay fees, etc.

Good Public Relations Practice

The variety of people reached through promotion material, family contacts, and business transactions probably outnumbers our camp constituency ten to one. It is advisable, therefore, to show our camps in the best light in our relations with the public. So often it is by the little things that we are judged: statements in our publicity that are more hopeful than true, poor printing or unreadable stencils, errors in accounting, tardiness in paying bills of our suppliers, lack of clarity in vital information, etc.

The following suggestions are a minima for good public relations in printed materials and business practice:

Promotion folder or booklet: well-printed, concise, and true

Information for parents: clear, readable, well-defined

Accounts payable: pay all bills within thirty days.

CHAPTER IV

Preparing Camper and Parents For Camp

CAMPS USE A VARIETY of techniques to make and maintain contacts *with campers and parents*, both precamp and post-season, between-season, and long-term.

To both campers and parents the director, through his personality and through the media he employs in making contacts, largely epitomizes the camp. He not only has the practical necessity of creating support for his particular camp, which involves the registration or enrollment process, but he also has the larger purpose of showing parents the accepted objectives of a camping experience for all boys and the part they, as parents, can play in co-operating to make these objectives real particularly as they relate to their own son: health and safety; social adjustment; development of knowledge, skills, and interests; habit formation; experience in democratic living; and appreciation of the finer things in life. He needs to relate these objectives to specifics in terms of his own camp and to show how the facilities, the leadership, the program, and the administration of his particular camp contribute to the growth and development of the boys placed in his charge. Primarily his task is one of education.

Toward the achievement of this twofold purpose what media may a camp director employ prior to the opening of the camp season?

1. Annual booklet or leaflet, attractive in make-up, which gives as much information as possible about the camp and which

makes use of numerous illustrations to picture the camp's available facilities and program.

2. Movies of the camp and its activities—in color, if possible.

3. Preseason rallies. Whenever possible, it is advantageous to hold these in the home of a camper, whose parents serve as hosts, and to invite prospective campers and their parents who live in the neighborhood.

4. Personal interviews with parents.

5. A newsletter or newspaper, published several times during the year, which is sent to campers, prospective campers, parents, alumni, and friends of the camp.

6. Midwinter reunions of campers, staff, and parents.

7. Annual reunions of alumni.

Information Parents Should Provide

1. Camper's registration card: Among the items desired on this form are the date of birth of the camper, his address, the dates on which he expects to arrive in camp and to leave camp, his cabin preference, his grade in school, and his religious affiliation.

2. Parents' information form: While as with all camp forms the parents' information form varies widely among camps, it usually requests specific information on the boy from the point of view of the parents. Items usually included are the following: school grades skipped or repeated; nationality of parents; occupations of parents; and whether they are living together, separated, or divorced; number and ages of brothers and sisters; whether, with other boys, he tends to be shy, quiet, aggressive, bullying, boasting, a leader or a follower; and whether he has any tendency to earaches, convulsions, colds, constipation, or enuresis. Finally, this form should provide space for the parents to state their purpose in sending their son to camp and in what ways they feel the camp can help him.

3. Physical examination report: Within three or four days before coming to camp each boy should be given a thorough physical examination by his family physician. If any disability is known or discovered, it is most important that the parents understand that the camp should be informed. If there has been any recent exposure to contagious disease, the date of the boy's

CAMP WAWAYANDA

INFORMATION BLANK

(To be filled in by Parents)

Confidential—Your boy should not see this blank.

Name of Camper Age.....

Street & No. Telephone No.

City School Grade

Grades skipped or repeated

Nationality of Parents

Separated Father Living Age Occupation

Divorced Mother Living Age Occupation

Number of Brothers Number of Sisters

*What is your purpose in sending your boy to camp?**In what ways do you feel camp can help your son?*

.....

.....

.....

.....

.....

Shy.....Boasting.....

With other boys does he tend to be: Quiet.....A Leader.....
Check (x)

Aggressive.....A Follower.....

Bullying.....

Does your boy have any tendency to: Earaches Convulsions

Colds Constipation Bed Wetting

Note: Although Camp Wawayanda does not select boys because they present special problems in behavior, the staff is concerned that all campers shall receive maximum help in personality growth and social adjustment.

Important: Kindly sign your name below if you are willing for your son to use rifle range under strict supervision

Boys intending to take up riflery should not bring their own cartridges to camp. Rifles for shooting are supplied by the camp.

departure for camp should be delayed until the incubation period is completed. The physical examination report, signed by the family physician, should be presented upon arrival at camp and should be required for admission. In the event that the boy has not been examined previous to coming to camp or if the report has been lost, the camp physician should give the examination and the parents should be billed for it.

The minimum information usually required on the physical examination report is the following:

- a. Illnesses or injuries requiring the attendance of a physician which the boy has suffered during the past year.
- b. Condition of heart, lungs, and teeth.
- c. Any tendency to earaches, colds, constipation, enuresis, or impetigo.
- d. Whether the boy has recently been exposed to measles, scarlet fever, mumps, or whooping cough.
- e. Date of any recent tetanus anti-tetanus injection.
- f. Any disabilities the boy may have and the family physician's recommendations for his care and treatment at camp.

4. Address card: For ready reference most camps maintain a file of address cards of their campers. This card, completed by the parents, shows the home address and telephone number, the name of the father and mother, the father's business address and phone number, and emergency or vacation addresses and phone numbers.

5. The parent's signature is usually required for the boy's participation in certain somewhat hazardous activities, notably horseback riding, sailing, and rifle shooting. Suitable forms for obtaining this signature should be mailed to the parents two weeks before the boy is scheduled to arrive in camp.

Instructions to Parents

Although the items listed below do not exhaust the questions frequently asked by parents, it does include those on which information needs to be provided to all parents. This information should be sent to parents when the registration of campers is acknowledged. Co-operative attitudes of parents, based upon adequate information, are important if the values of the camp-

ing experience are to be fully realized. Where the information provided concerns policies established by the camp, such as those regarding visiting days, every effort should be made to gain the wholehearted support of parents.

Routine information which parents should have are:

1. The dates on which the camp season (or period) opens and closes.
2. The time of day at which the boys should reach and leave camp.
3. Whether the camp is on daylight saving or standard time during all or part of the season.
4. The camp fee, the name of the person to whom checks for camp board should be drawn, and the date by which board checks must be received in order to assure a place in camp for the boy.
5. A road map, or full printed directions on how to reach the camp.
6. Train schedules, both to and from camp, if boys come by train. When boys come to camp by train, unaccompanied by parents, a card should be mailed notifying parents that the boy has reached camp safely; a similar card should inform parents, several days before the boy leaves camp at the end of his stay, as to the time he will arrive at the home station. Parents should also be informed as to the transportation available from the camp station to the camp.
7. Whether a camp uniform is required, and, if so, its cost and where it may be purchased.
8. Accommodations and meals for parents who may wish to visit their son at camp, and the cost of same.
9. The camp rules, the infraction of which will necessitate the camp requesting parents to remove their boys from camp. The two rules usually stipulated by camps are that boys do not leave the camp property without permission, and that they do no swimming or boating except at stipulated times when these activities are properly supervised.
10. The camp's visiting days.
11. The average amount of spending money needed by campers and any daily limitation enforced by the camp for the purchase of confections.

12. The fees for special activities, including riding, rifle shooting, crafts, special trips, and so forth.

13. Arrangements for boys' laundry—whether it needs to be sent home or taken care of through the camp laundry plan and the cost thereof.

14. The equipment the camp considers essential for each camper. This usually includes at least three heavy blankets (depending upon the locality), a small pillow with case, pajamas, sweater, a pair of long trousers, one or two sport shirts, athletic shorts and shirts, belt, socks, raincoat and rain hat, bathing trunks, beach shoes, sneakers, heavy shoes, rubbers, handkerchiefs, soap box, soap, towels, flashlight, toothbrush, tooth paste, comb, small mirror, and laundry bag. Other articles, useful but not absolutely essential, that should be taken along if the boy has them are knife, outdoor cooking kit, canteen, knapsack or blanket pack, and compass. A regulation camp trunk or foot locker will help the boy to keep his belongings in an orderly manner. Since boys have a tendency to lose some of their belongings in camp, the need to have every article marked with the boy's name, either with sewed-on name tape or with indelible ink should be emphasized in the instructions to parents. A small cloth bag or a box is a necessity to keep toilet articles together. A clothing check list, which may be provided in advance by the camp, should be fastened on the inside of the trunk lid.

15. The parents will want to know if the camp fee includes a camper's medical expense disability policy during the time the boy is in camp. Such policies, where arranged for by camps, usually provide indemnity for hospital confinement, nurse's fees, doctor's fees, and surgical operations caused by sickness or bodily injury effected solely through accidental means to the extent of \$500 limit on accident and \$100 limit on sickness. Most camps are now including such a policy in the camp fee. (Detailed information about such policies on page 115).

16. Is it possible to reach the camp by phone? If so, is the phone number available to parents?

Additional information which it is well to give parents is:

1. The camp's religious emphasis and what arrangements are made to provide worship experiences for boys of other faiths.

2. The camp's racial policy.

3. The extent of the camp's physical property and facilities and how they contribute as an integral part of the program.
4. The available activities provided for boys through the camp program.
5. The daily schedule under which the camp operates.
6. The number of boys to each counselor. Methods employed to choose counselors with discrimination, their average age, and colleges represented by the counselor staff.
7. Safety and health standards maintained by the camp:
 - a. Are menus checked by a dietitian for a balanced diet? Conditions under which food is prepared and served. Show samples of a day's menus to parents.
 - b. Is pasteurized milk served? How much a day for each boy?
 - c. Is the drinking water supply inspected and approved by the state department of health both before and during the camp season?
 - d. Are approved sanitation facilities in existence?
 - e. Is the entire camp property inspected and approved for sanitation and safety?
 - f. What infirmary facilities are available on the camp property? Are isolation wards provided? Is there a registered nurse or a qualified physician on twenty-four-hour duty? Does a physician from outside make regular visits to camp? Is a hospital available in a nearby community for emergency cases? What is the camp's policy in regard to notifying parents in the event of the illness or injury to their son?
 - g. Is a daily rest period rigidly enforced?

Matters on which the co-operation of parents should be particularly solicited are:

1. Parents should be urged to visit the camp only on specified visiting days. They should understand that it interferes with the camp routine if they come at other times.
2. They should understand that the camp will do everything humanly possible to assure the health and safety of their boys and that it will immediately notify them in the event of serious illness or injury.
3. If the camp is to maintain a sound health program, it is important for parents to conform to the camp's regulations in

the matter of sending food to their son. Parents are usually requested not to send confections as it breaks down the established diet controls. As a general rule, fruit only should be sent.

4. Since too much time spent in reading undesirable types of comic books prevents a boy from participating in the many valuable experiences that are made available by an outdoor setting, parents should be instructed in advance regarding the camp's policy on this matter.

5. Since cabin assignments are usually made by the camp management with the best interests of the boy in mind, parents should be instructed not to insist on a particular cabin assignment for their son and, if a change is later found to be desirable, they should accept the arrangements which have been made.

6. Homesickness, not a rarity, especially with younger campers, needs the absolute co-operation of parents if it is to be handled in such a way that a boy afflicted with it is helped to conquer, once and for all, attitudes of dependency, which might, if continued, handicap him all his life. In no problem likely to arise in camp can an understanding parent be of greater assistance in helping his own son to attain that degree of independence which is necessary to make him a self-reliant, mature individual. How can parents be helped to use good judgment in preventing homesickness and what can they do to help their boy overcome it?

- a. By delaying visits to camp if word is received from the director that the boy is homesick.
- b. If upon arrival at camp they find their son homesick, or if he acquires it as a result of their visit, they should not decide too quickly to take the boy home, and they should never do so except upon the advice of the director.
- c. They should be careful about accepting complaints—about the food, the counselor, the program—at face value if the boy is homesick.
- d. By writing letters to their son that are cheerful in tone and that contain no implications that they miss the boy.
- e. By having confidence that those responsible for their son will be alert to detect any early symptoms of homesickness, to look for possible physical causes of the homesickness, to find a parent substitute for him, to get

him busy at interesting and appealing activities, to build up his self-assurance.

7. Finally, parents should understand that the results of a camping experience have limitations, that miracles in changing a boy do not usually occur. They should not be discouraged if their highest expectations have not been reached. Children develop differently, and each one should be allowed to grow at his own rate. Several seasons at camp may be needed to make marked progress in the case of an individual boy.

The Counselor's Relations with New Campers

Camp directors have a responsibility for showing the counselor how to do everything he can to help the new campers fit in quickly, to feel that they really belong in the camp in which they are going to live for some weeks. By setting the stage so that new campers can orient themselves with a minimum of strain, a satisfactory adjustment is more readily assured and the chances for success greatly increased. Here is some of the information that a counselor should receive from the preseason training processes.

1. When the boy arrives in camp the member of the administrative staff to whom he reports should make him feel that he is expected. Through the use of all available information on the boy's background, a cabin assignment which will be as congenial as possible for him should be made, and consideration should be given to the counselor who can best help him. Large camps frequently make use of cabin assignment cards, containing the

CABIN ASSIGNMENT CARD

_____ is assigned to

Cabin No. _____, _____ Village

_____, Counselor

ALDEN EBERLY
Camp Director

name of the boy, his cabin number, and the name of the counselor, which the camper hands to his counselor; these cards may have the camp's daily schedule on the back and, after the counselor has gotten the camper's name from it, the card is returned to the boy. Using old campers or staff members as guides to meet campers and parents and to take the boy to his assigned cabin eases the way for the new camper.

2. What can the counselor do to help the new camper feel at home? He can greet the boy in a friendly manner, and let the camper know that he is glad he is going to be in his cabin. As he helps the camper unpack and make up his bunk—being careful not to do too much—he may, in casual conversation, ask the boy some questions which will provide some information about himself: what his hobbies are and what he enjoys doing most. As soon as possible he should learn each boy's name and the nickname by which he likes to be called. He should explain clearly the necessary rules and traditions of the camp, going over the daily schedule of activities with him. He should break new campers into duties, such as waiting on tables, gradually; old campers who are in the cabin should be asked to perform these duties first. He ought to provide right at the start some activities with his cabin of boys to give them a feeling of group unity—perhaps a short hike together or an outdoor game in which all can participate. Roasting marshmallows around a fire the first night of camp helps to draw the group together. A happy initial experience will give newcomers the “feel” of the camp quicker than anything the counselor may say and will help to assure them a satisfactory camping experience. Finally, the counselor should discuss with each boy just what he would like to do in camp, and he should endeavor to guide the camper into those phases of the camp program in which he is interested, in which he has some assurance of satisfactory achievement, and in which his personal growth and an enriched experience are possible.

3. What are the ways in which the counselor may learn the boy's objectives in connection with his ensuing camping experience? First, as indicated, he may talk with the boy in an informal manner, drawing out from him the things he hopes to get from his stay in camp. Second, if the boy is not too young, he may have him write out his reasons for coming to camp. Third, he may have a discussion with the cabin group, drawing out from the boys the values to be derived from camp life and noting the specific comments made by individuals.

CAMP WAWAYANDA

OBJECTIVE SHEET

Duplicate (2nd) copy to be turned in. Counselor retains original copy which he will complete and turn in when boy leaves.

Name of Camper

Objectives

What were the results?

What do the parents want camp to do for him?

What does the Health Director, want me, as his counselor to watch?

What does he, himself, wish to get from Camp?

What are my objectives, as his counselor, for him? Be specific—

- 1.
- 2.
- 3.
- 4.
- 5.

Counselor

(over)1

1 Counselor can use space on reverse side for answering question: "What methods will I use in accomplishing my objectives for this boy?"

Naturally, the counselor will want to obtain the objectives of each boy in as clear and specific a form as possible. It has been found that two questions will help the camper in his thinking:

1. What new things does he want to learn to do in camp or in what skills does he hope to improve.
2. In what ways would he like camp to help him improve as an individual.

On the basis of the objectives of the boy and those of his parents, together with such additional objectives for which the counselor may see the need, the counselor will then need to form concrete aims for each boy in his cabin, and he should keep these objectives constantly in mind as he works with each boy during his camp stay.³

The Counselor's Relations with Parents

Although the counselor will have seen the parents' questionnaire, which will provide certain factual information about their son and which will also state their objectives for the boy's camping experience, all additional pertinent information which the parents can give the counselor when they come to camp should assist him in meeting the needs and interests of his charge. Among the matters on which the parents can enlighten the counselor through conversation are the following: how the boy gets along in school; his stage of social adjustment; in what ways he gives evidence of leadership qualities, initiative, originality; any handicaps or physical disabilities that may limit the boy's activities. If there are any physical disabilities or if any schedule of medicine or serum injections needs to be cleared, the counselor should assume the responsibility for seeing that the *parents have a personal conference with the camp physician, nurse, or health officer.*

³ See page 54.

The counselor needs to remember that he is likely to have to meet and talk with a number of parents, and *he should limit his conversation with each one* so that his available time is not consumed by one parent. He should also make every effort to talk with parents outside the range of hearing of their son and other campers; no boy likes to hear himself discussed, particularly if a parent deems it necessary to discuss some behavior difficulty.

In handling conferences with parents, both when they bring their son to camp and when they make occasional visits during the camping season, it would seem well to coach the counselor as to certain things to keep in mind, such as the following:

1. A counselor should be thoroughly familiar with camp program, regulations, and location of buildings and equipment so that he can answer intelligently certain routine questions that parents frequently ask.

2. He should have an understanding of the social and religious philosophy of the camp management so that he can answer questions of "how" and "why."

3. He should try to create a feeling of confidence on the part of the parents in the kind of supervision that is being given to the health, safety, and general welfare of campers.

4. He should accept criticism gracefully and, when it is directed toward any aspect of administration, he should bring the parent in contact with the director so that the criticism can be answered by one who has access to all the facts in the situation.

5. He should understand that it is never good procedure to complain to parents about the faults of campers. Parents know these faults without the necessity of acknowledging them to others. If the counselor needs the co-operation of parents in handling a particularly difficult behavior problem, it is wise to approach the problem positively. Point out the good characteristics that a boy has, commend him to his parents for some positive, constructive attitude that he has taken, then point out the difficulty that is giving concern and solicit the parents' counsel on how best to handle the situation.

6. Since even experts fail in their appraisal of persons, it is unwise for the counselor to pose as an authority when discussing behavior problems with a parent. He should be most charitable,

therefore, in his judgment of an individual boy, and he should not make any recommendations to parents without first discussing such suggestions with the director.

Parents sometimes request a periodic report from the counselor on the progress of their son, or they may request one at the end of the season. Occasionally, too, the counselor may find it advisable to write the parents regarding a particular problem, such as advising parents to delay a visit in case homesickness may have arisen. Such letters should always be checked by the director for content and form, and they should be typed in duplicate so that a copy is always retained in the camp office.

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CHAPTER V

Committee and Staff Organization

THE CAMP COMMITTEE is the delegated administrative authority giving specialized and concentrated attention to the camp operation. It legally represents the Board of Directors which authorizes it.

In some instances the camp committee is the subcommittee of the Boys' Work Committee. This relationship usually exists in Associations that provide camping services for boys only. In other instances it is one of the standing committees of the Board with cross representation of the youth and adult committees concerned with camping.

The relationship to the camp staff is one of partnership to accomplish the set goals, with staff and subcommittees of the camp committee assigned to execute the policies formulated by the committee.

Responsibilities of the Camp Committee

The responsibilities of the camp committee should be clearly and specifically stated in a written commission from the authorizing Board of Directors. In turn, these responsibilities can be most effectively executed if specific duties are assigned to subcommittees. Typical of these would be: development, finance, nominating, membership, property, public relations, and promotion. Functions of the committee include:

1. *Formulation of camping objectives:* An understanding of youth needs, study of the program and objectives of the boys' work program of the Association, and the selection of type of constituency to be served will form the basis for definite aims.

The "blueprint for camping" dedicates the planning to a luxurious city life in ultramodern camp facilities or to simple outdoor living, which can provide campers with priceless opportunity for ingenuity and resourcefulness.

2. *Procurement, construction, supervision, and maintenance of camp property.* Committee membership may well include experts in camp building construction. It is important that competent specialists aid in designing property improvement to assure suitability to the purpose of the camping project.

3. *Building and administering the financial budget on a sound basis.* The business practices of wise purchasing, expenditure controls, scrutiny of income trends, and accurate accounting for all funds should be a concern receiving adequate attention of a subcommittee.

4. *Raising of standards.* The committee should be acquainted with the National Y.M.C.A. Standards for Camping and seek definitely to improve all camp features to conform at least to these as a minimum. During-the-season visits by committee personnel, critical surveys and studies made by specialists, and intelligent record-keeping provide the basis for the important post-season evaluation. Goals, specific and challenging, should be set annually.

5. *Interpretation to the Board of Directors with reports and recommendations regarding the camp operation.* Complete information of problems and progress should be properly presented periodically to the Board of Directors.

6. *Selection, supervision, and if necessary removal of the executive for the camp, upon the recommendations of the General Secretary.* The committee has a continuing permanent relationship to the camp which assures constancy in growth.

7. *Interpretation of Y.M.C.A. camping to the community—and the community to the Y.M.C.A.* Laymen help the camp staff to be sensitive to community needs and are of inestimable value in winning understanding and acceptance of the camping program by the community.

Membership of the Camp Committee

Principles of good committee procedures are valid for the camp committee. The ideal size for a committee varies from a minimum of ten to a maximum of eighteen. Each member

should be a working member. The group should not be so large and unwieldy that good group thinking is impossible.

The committee should include:

1. Persons widely known in the community for Christian character, social insight, and good judgment.
2. Representatives of a wide range of the camp constituency. Sources of membership include parents of campers, former campers.
3. Recreational authorities, engineers, contractors, architects, physicians, and others who have technical skills or special abilities of value to the camping program.
4. Representation of various "Y" Branches (in a metropolitan Association).
5. Persons whose prestige and community standing would encourage success in financing capital needs.
6. Individuals who have faith in the camp as an educational and religious agency. There are those who really care—that children have a camping experience.

The Metropolitan Association and the Camp Branch

A number of metropolitan Associations having several branches provide more than one camp to serve the community. When several camps are operated by a single Association, the administrative task becomes one of substantial dimensions. Under such circumstances a camp branch is established, with a metropolitan camp office and a full-time staff member giving continuous attention to the camping enterprise. It operates under the supervision of the camp branch committee or camp branch Board of Managers.

Under this plan the camp branch operates as a service to the metropolitan organization. Central leadership is provided for the development and supervision of the total project, for the maintenance and operation of the property, equipment, and commissary. Program leadership is usually provided by the branches.

The functions of a camp branch committee then is primarily

one of administration and management of the Association's camping services in the interest of the branch Associations. The camp executive shares these responsibilities with committees:

1. Recruiting and supervision of operating staffs.
2. Administrative responsibility for the operation of the facilities, such as health services, program equipment, commissary, and sanitation.
3. Preparation and control of the budget.
4. Co-ordination of purchasing and direction of the camp's business and financial procedures.
5. Planning and preparation of promotional materials; co-ordination of enrollment of campers.
6. Organization of steps designed to secure funds for camp development.

Under the metropolitan plan an Association branch takes the responsibility for one or more periods at camp or shares a period with another branch. This responsibility involves the promotion of camp in the branch community and enrollment of campers. The branch provides a professional program director, cabin counselors, and certain short-term staff members. In short, a branch enrolls campers from its own constituency and, in co-operation with the metropolitan office, directs the camping program for a given period.

A number of advantages under the metropolitan-branch joint responsibility plan are apparent for larger Associations. Having a full-time professional continuously related to camping encourages year-round planning and long-range property development. With full-time executive leadership given to the management of several camps, it is possible to move forward more rapidly in raising standards and improving leadership, program methods, and facilities. Planning and preparation for the following summer's operations begin in the late fall or early winter, assuring adequate personnel, proper care of equipment, and co-ordinated purchasing of needed supplies.

The utilization of time of one or more camps on a year-round

basis is more fully realized when managerial attention is given to this phase of the camping services. A more economical operation can be achieved by spreading the overhead cost over several months of the year. When out-of-season camping reaches considerable proportions and provides additional income, the per diem cost for the summer camper is substantially reduced. More children are thus served because camp fees can be set to reach those in lower economic levels.

A danger that may creep into the metropolitan-branch setup is that too much budgetary emphasis is put on the administrative level rather than on direct supervision. When the salaries of the camp executive and office secretary, along with the necessary office expenses, become a part of the camp's budget, it is necessary to keep proper balance between these overhead administration costs and the money provided for direct program leadership such as counselors and activity leaders in each of the camp operations.

Organization of Staff

Organizing the camp staff to secure the maximum results from available personnel, funds, and facilities is one of the major tasks of the secretary responsible for camping. A small camp with a few staff members may be organized to an unnecessary complexity. The large camp with adequate staff may be so simply organized as to preclude democratic group procedures.

Regardless of the size of the camp operation, best results in staff organization may be secured when responsibility is fixed, overlapping of authority is prevented, and supervision is smooth and effective. It is essential that the staff have a "desire and will to work together for a purpose." This is possible only as the staff can share in the planning, decision making, and endeavors of promotion.

Camp Branch Staffs

The camp that is administered under the branch or metropolitan plan is somewhat more complex in its lines of staff re-

sponsibility than the single camp.¹ Delegation of responsibilities must be thoroughly understood by all concerned and carefully worked out. Failure to do so encourages tension, misunderstanding, and personal friction.

Under the camp branch plan two individuals, the camp manager and the program director in each of the camps, become directly responsible to the camp executive. Permanent staff people who serve during the full season are responsible to the camp manager. The services of the permanent staff having program responsibility are at the disposal of the program director. This director, usually a member of a neighborhood branch staff, serves at camp for a specified period of time, bringing in his own short-term staff and counselors, along with his camper constituency.

The Camp Manager

Since the position of camp manager is somewhat unique and serves the interests of the Association conducting multiple camps under the camp branch plan, a brief analysis of his qualifications may be in order.

The camp manager is senior member of the permanent camp staff. He needs to be professionally minded and to have most of the qualities that have been listed as being desirable in the camp director. Frequently outstanding school people are found to be well fitted for this post. Deep interest in youth work and competence along business administrative lines are essentials. It is important to have a man who can be counted upon to serve over a number of years. He should be available during the winter months for regular consultation with the camp executive and program directors.

Responsibility for management, operation, and maintenance of camp facilities along with supervision of the permanent staff may be defined as the general areas in which the manager functions. He is responsible to the accounting office for cash re-

¹ See Chart III, page 67.

ceipts and other financial records. He must make every effort to serve the program needs of the camp in addition to his concern for business operation.

The Camp Director

The philosophy under which a camp functions, the morale of staff and counselors, the contribution the camp makes to the lives of youngsters, the adequacy of the physical equipment—all are a reflection of the insights, character, and competency of the camp director. He is the professional staff person charged with the direct responsibility of the supervision of the camp. He needs to understand completely the democratic processes by which he achieves the co-operation of staff, counselors, parents, and campers. His executive ability, together with a more than usual share of common sense and appreciation of justice, needs to be at a high level. The policies governing the camp and the way in which he administers them determine the happiness and welfare of every staff person and camper. He needs insight, a world of patience, physical stamina, and ability to command respect without losing popularity.

Staff Organization—The One-Camp Y.M.C.A.

Most Associations operate a single camp. While no standard type of organization will serve the best interests of all, some suggestions as to personnel and their responsibilities may be helpful.

As has been indicated, the director is the responsible executive in single camp operations. Each staff member and counselor is ultimately responsible to him. Chart I on page 66 visualizes one type of administrative setup.

It will be noted that there are certain breaks in the administrative lines so that a minimum of people will ordinarily report to the director. Thus all kitchen help is responsible to the head cook, program specialists to the program or assistant director, and cabin counselors to the senior counselor. In smaller camps the position of senior counselor and program director

may be combined. A ratio of one staff member (including counselors) to every three campers is suggested as a minimum to assure adequate supervision. Chart II on page 67 suggests the administrative setup for the more modern type camp in which the program is carried on through three or more age-range units. In this type of organization the program director may be the associate director; in some camps the unit directors take on the function of program directors and are responsible directly to the camp director. The camp director meets regularly with the unit directors for clearance and program development, and they in turn meet with their particular counselors. Program specialists work with the unit directors in developing activities that are graded to the age and interest of the campers.

CHART I
ADMINISTRATIVE ORGANIZATION OF THE Y.M.C.A. CAMP

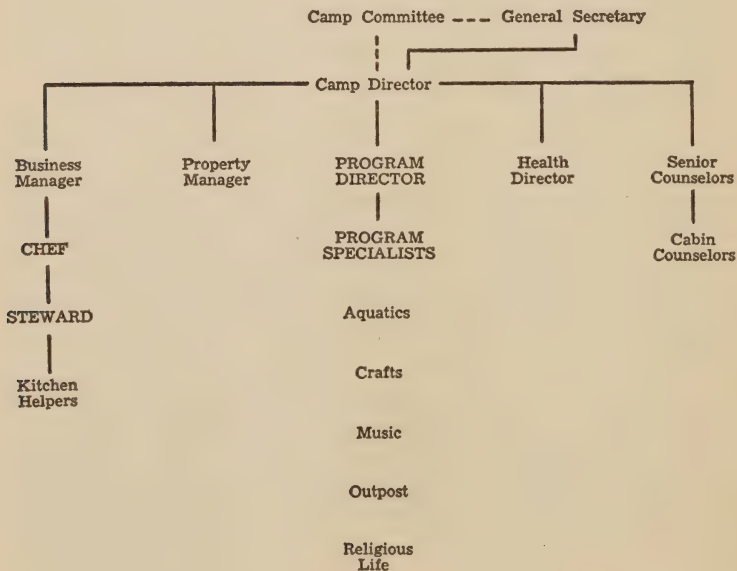


CHART II
ADMINISTRATIVE ORGANIZATION OF THE Y.M.C.A. CAMP

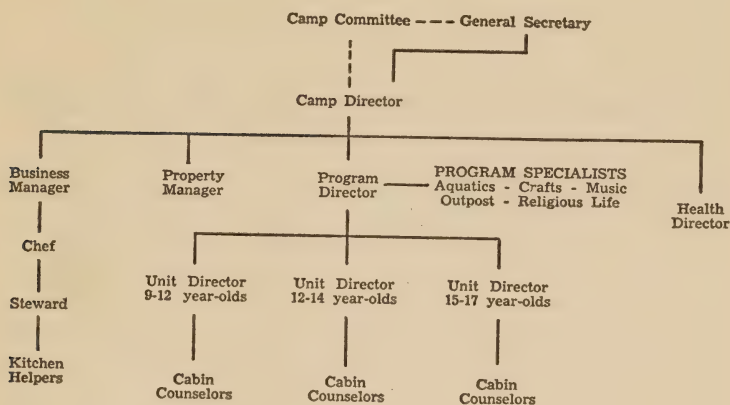
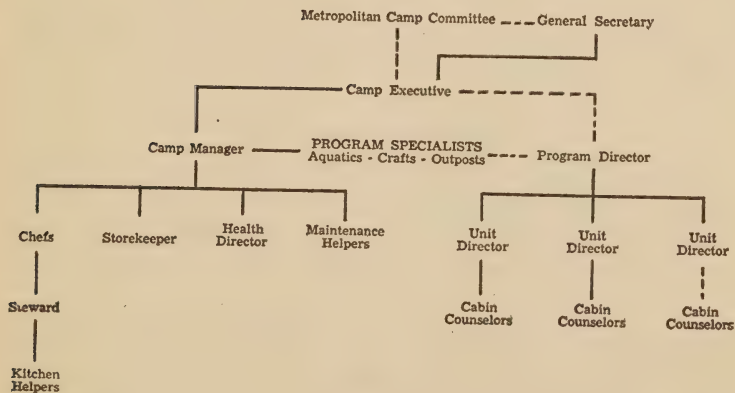


CHART III
ADMINISTRATIVE ORGANIZATION OF THE Y.M.C.A. CAMP

The Camp Branch Plan



Layouts, Buildings, and Equipment

BASIC TO THE TREATMENT of the subject of this chapter is the assumption that the Young Men's Christian Association, one of the pioneering agencies in the field of camping, saw in it a unique opportunity to realize its basic purposes in the lives of boys. This same conviction has led the Association to expand its camping program to the point of its present development. As Y.M.C.A. camping moves into a period of still further expansion, it is essential that we continue to think of camping and camps as one of our most effective tools for contributing to the development of persons of Christian character, equipped and inspired to have a share in building a Christian society. Camps and camp buildings and equipment are not the end; they are tools and in most cases expensive tools.

Obviously, primary concern for the development of Christian character has inescapable implications for camp layout, buildings, and equipment. Quality camping is implied in such an objective, and we should be satisfied with nothing less.

Program Comes First

The first step in the process of establishing or operating a camp is that of attempting to determine the kinds of persons to be served and what the basic program philosophy is to be. Such questions as these demand an answer:

1. Will the camp have single or multiple use—serve boys, boys and girls; boys, girls, and adults, or just one of those groups?
2. What kind of experience do we want to provide persons—

a semi out-of-door experience or a real experience in out-of-door living or a combination of the two?

3. Will the camp be used only during the summer months or throughout the year?

4. How much transportation cost can those to use the camp afford to pay?

The answers to these questions will determine in large measure how far from the operating center the camp can be located, what kind of natural setting is needed, how much acreage is required, what type of buildings and equipment is desirable, and what the capacity of the camp should be.

A Master Plan

In order to develop a camp project, taking such considerations as those mentioned above into account, a master plan is necessary for an intelligent approach and follow-through. Piecemeal, day-to-day planning has saddled us with the hodgepodge kind of camp which is all too common.

Selection of site

Organizations such as ours often have properties given to them and many times for reasons other than their value as desirable camp sites. The careful selection of a site will save many a later headache. Among the factors to be considered are accessibility, privacy, topography, water conditions (swimming and drinking), site hazards, size of the area, general elevation, natural beauty, and forest coverage. Prospective sites should be tramped many times under varying conditions to get a complete picture.

Earlier mention was made of several considerations which have a direct bearing on desirable distance from the operating center and other factors in choosing a site.

Who will use the camp?

If it is to be for children from low-income homes, it will probably be necessary to locate the camp fairly close to avoid

high transportation costs. If it is to be an adult or family camp, it could be farther from the city. If it is to be used by all kinds of people, distance will be determined by the ability of the majority to pay the transportation costs.

What kind of program?

Usually it is necessary to get considerable distance from a city to find the kind of natural setting required for a real out-of-door living experience. A program of what we might call "city activities conducted out-of-doors" can usually be provided much closer to the city.

How much acreage?

Here again the kind of program to be operated is a major determining factor. In general, experience seems to indicate that at least one acre per camper is necessary. Local conditions might indicate need for more. For example, if the property is on a lake where most of the property is improved with cottages and surrounded by farms, more acreage might be necessary to provide adequate privacy. Many camps in such locations have been able to acquire additional acreage over a period of years even though it was not possible at the time of the establishment of the camp.

A property which adjoins a national or state recreation area is usually desirable and reduces the acreage required on an ownership basis.

What kind of soil and topography?

If possible, the site should be on elevated ground, with a sloping and porous, sandy, or gravel subsoil to insure good drainage. Although trees are highly desirable, the main camp area and particularly living areas should be available to sunlight part of the day. Some level open ground is desirable for play space. Rather extensive woods on the property or accessible to the camp add so much to the beauty and program possibilities that they can almost be considered a must. Swamps, dangerous

cliffs, excessive dust, excessive poisonous plants, reptiles, or insect pests such as mosquitoes are to be avoided if possible.

What kind of swimming area?

Some provision for swimming is necessary for most types of camping. A small inland lake seems to be first choice because of ease of supervision, with large lakes, seashore, and rivers as less desirable at least for swimming and boating purposes. It is sometimes necessary to construct a pool, but this is a very expensive facility both as to initial cost and upkeep.

The site should provide swimming and drinking water which will meet health and sanitation standards. Experience indicates that it is much easier to maintain a good beach on the windward side of a lake.

General development plan

This sets forth the location and interrelationship of all elements to be included in the ultimate development of the camp site. Each camp site is an individual problem of design. The amount of physical development and the correct relation of structures to each other must grow from the site and the type of camp program to be conducted.

The plan should not be rigid but must be a living tool within whose framework changes can be made to meet changing needs. A good plan will include not only a drawing of the entire layout but also detailed drawings of individual areas and buildings. Such drawings are best supplemented by written descriptions of conditions and reasons for the existence, location, and design of each feature. Only in this way can we know what we are doing and how we are going to do it. Mistakes should be made on paper where they can be corrected rather than on the ground or where costly materials have been used.

Planning resources

It cannot be emphasized too strongly that developing a camp is not a one-man job. Engineers, architects, contractors, repre-

sentatives of public agencies should all be consulted. Many services can be secured without cost, but it has been suggested that when budgets are made for camp construction at least 10 per cent of the total should be designated for planning.

Unit Plan

The practice of operating the camp program on a unit plan of some kind, which takes into account interests, abilities, and needs of children on the various age levels, has become fairly well established in recent years. Such a plan is greatly facilitated by a camp layout in which certain buildings, particularly living quarters, are grouped by units. The three-unit plan is most common, with the number of cabins in each unit being determined by the number of campers served in each of the age groupings. Usually four to six cabins located in a suitable spot make up a unit. Units are located at some distance from one another, and individual cabins within each unit can be scattered and located in such fashion as the terrain and trees make desirable and possible.

There is some feeling that each unit should have its own recreation building and dining hall. Many feel that although this might be desirable, the expense factor makes it almost prohibitive, particularly separate dining-room and kitchen setups.

If the units are widely scattered, there is no question about the desirability of having wash house and latrine facilities for each unit.

Experience indicates that a council ring for each unit is a decided aid to program.

Buildings and Facilities

Dining hall and kitchen

Except in those relatively few camps where all cooking is done out-of-doors, an adequate dining hall and kitchen building is essential. Let's start first with the kitchen. It should be

roomy, airy, and designed and laid out in such a way as to make for the most efficient preparation and serving of food. The kitchen is a poor place to economize. The best possible equipment, stove, walk-in refrigeration unit, and dishwasher should be provided. Many camps have added a deep freeze unit or electric mixer and other labor-saving devices to keep food costs down. Ample table space for preparation and service is necessary.

The dining-room space might well be designed so that each of the units has a private or semiprivate dining room. Such an arrangement breaks up the entire camp family into units small enough so that more of a family spirit can be developed, and noise is greatly reduced.

Round tables, each accommodating a living group, seem to be best suited to provide ease of serving and supervision. One consideration which is often overlooked is that of using tables and chairs geared to the size of the campers. Who has not seen small campers seated at tables built for adults, with all the resulting discomfort for the campers and the difficulties it presents to the counselor in serving food and supervising the group.

Office, store, and recreation space is often included in the dining hall building for economy reasons. Much can be said, however, in favor of an administration building which provides office, store, and administrative-staff living quarters. An all-camp recreation building, with craft and nature shops and display space, or one for each unit, should be provided.

Living quarters

The question of tents or tent houses vs. cabins has not yet been completely decided. It depends somewhat on weather conditions and how rugged an out-of-door experience is desired. Cabins seem to be more commonly used, with a great variety of type and construction.

Best practice from every point of view calls for small living units of from six to eight persons, depending upon age. Younger campers and adults require the smallest units. Since the living

group is the basic unit in camp and offers the greatest opportunity for the development of the attitudes and habits we seek and claim for our camping, it must be kept to a size which facilitates such learnings. The kind of counselor and camper relationship and the give-and-take between campers must be conducive to real group experience.

The mere presence of too large a number of campers in the intimate experience of living in a cabin group for one, two, three, or more weeks creates overstimulation resulting in irritations, disturbances, conflicts, and tensions which make the experience less enjoyable and constructive for the camper and most certainly more trying for the counselor.

There is one other very important factor which should not be overlooked. Most of our camps are short-term, and in such short periods it is possible for the counselor to get well acquainted with only a relatively few campers. Without this knowledge and rapport with the individual camper, he can be of little if any help to him, and the possibility of realizing one of the foremost objectives of camping is nullified for some of the campers. All this has inescapable implications for financing camp, but parents and the community are becoming more and more discriminating and realize that quality camping is expensive and will pay for it.

Suggested standards on essential floor space for living quarters vary from 24 to 40 square feet a camper. Certainly overcrowding is undesirable from every point of view, but it is also possible to have too much space so that it becomes not only wasteful but conducive to horsing around and rough-house on the part of the campers.

Although some standards call for single bunks or beds, for economy reasons double bunks built in and of sturdy construction will probably be the pattern in most low-cost camps. By all means, some provision should be made for locker and drawer space for campers clothes and other belongings.

"The forgotten man" in most cabin layouts has been the

counselor. Although he is an adult and, in most instances, stays in camp all summer, he is provided exactly the same accommodations as campers who are children, most of whom stay in camp for shorter periods. He has a double bunk, a small locker at best, and usually no shelves or other accommodations.

In constructing new cabins, private or semiprivate quarters for the counselor are very desirable. To be sure, he needs to be accessible for supervisory reasons, but he also needs and deserves a limited measure of privacy. Various plans are possible for such provision.¹

Older cabins can be remodeled quite easily to enlarge the counselor's quarters, by taking out the double deck in one corner, putting in a single bed, and building in a locker and shelves. This would have the added advantage of reducing the camper load by one—a much needed reduction in most older cabins constructed in the day when little question was raised concerning the ability of a counselor to work effectively with ten to twelve campers.

Infirmary

An infirmary providing living quarters for the nurse or doctor, bath and shower with hot and cold water, a dispensary room, a three- or four-bed ward, and an isolation room are essential to safeguarding the health of a modern camp.

Other buildings

If a year-round caretaker is to live on the grounds, a suitable cottage built for year-round living should be provided.

The camp director deserves better living accommodations than he gets in most camps. He is usually a family man and should not be expected to be away from his family all summer or to live in camp with them in a dormitory with other staff or in a regular cabin. A cottage built for that purpose is highly de-

¹ *Layout, Building Designs and Equipment for Y.M.C.A. Camps* (New York, Association Press, 1946).

sirable. Quite often there are one or two other staff men with families for whom some provision may need to be made.

Some suitable type of living arrangement must be provided for the cooks. There is also need for a cabin for kitchen and other miscellaneous staff.

Outdoor chapel

No Y.M.C.A. camp is complete without some appropriate outdoor chapel. Location away from service road and activity centers and a natural setting are the chief essentials in creating an atmosphere of reverence and beauty.

Water front layout and equipment

Various layout plans have been designed and used with success. The one in *Layout, Building Designs and Equipment for Y.M.C.A. Camps*² makes provision for most, if not all, requirements for an adequate and safe water-front program, such as a single entrance to the swimming area, check-board, tower, separate areas for swimmers of varying degrees of skill. It and the boathouse and dock layout are designed for a lake setup, but they can be adapted to a river or seashore location.

Sewage disposal system

All state department of health regulations must be studied and followed in this very important area of camp layout and equipment. *Layout, Building Designs and Equipment for Y.M.C.A. Camps*³ gives one of the most complete and detailed treatments of the subject available and should be studied with great care. It covers both installation and maintenance.

Plans for our camps should conform to our highest aims and standards. We have learned what is good practice in camping, but unfortunately our knowledge has outrun our performance. Nowhere does this inescapable fact show up more sharply than in the layout, buildings, and equipment of many of our

² *Op. cit.*

³ *Ibid.*

camps. This is particularly true in camps constructed twenty or more years ago. Those camps were built on a plan which reflected the philosophy of camping commonly held in that day. One of our major problems is that of trying to operate a modern program with facilities and equipment geared to the past rather than to the present, to say nothing of the future.

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CHAPTER VII

Property Development and Maintenance

ALTHOUGH LEADERSHIP AND PROGRAM are primary concerns in the operation of a camp, success depends in no small measure upon how effectively the physical property of the camp serves the camp's objectives. The layout, buildings, and equipment are extremely important in achieving planned program aims.

In addition, the camp of today represents a sizable financial investment. Haphazard building and neglect of upkeep can impose financial and other burdens which will effect the future successful operation of the camp.

Property Development

Whether we are dealing with a new camp or one that has been in existence, property development requires sound advance planning. Haphazard growth has often resulted in camp layouts that are not suitable to the topography and natural surroundings or to future expansion. Unfortunately, the realization does not become clear in many cases until it is too late or too expensive to make changes.

This can be avoided by careful forethought. Aside from the practical consideration of whether or not the property itself is suitable for a camp site, the first step in property development is to set down on paper the ultimate plan of the camp based on the eventual maximum number of people to be accommodated.

These estimates should be prepared by a board or committee that will have a continuity of membership and relationship to the affairs of the camp for a period of years. It should be composed, in part, of professional men. An architect, an engineer, a builder, a lawyer, an accountant, and a doctor can give immeasurable help in property development. In turn, these men should take advantage of the wealth of information that is available from state health and building departments, other Y.M.C.A.'s, and camps. It is important to remember that laws and regulations effecting camps are becoming more stringent. By consulting the authorities in advance, developments will be made properly and not be subject to expensive change later on.

Before a layout is considered, a topographical map of the property should be prepared. The contours and elevations that appear on this type of map are invaluable in properly locating buildings and facilities. It is extremely important to have a master map on which all these structures and facilities are spotted, carefully adding to it all changes and additions. It will save many dollars when the need for locating a buried pipe or conduit becomes necessary.

The map should include not only existing facilities but those contemplated for even the remote future, including possible building extensions. This will help to prevent the possibility of forestallment.

A systematic plan of immediate and future needs should be drawn up with priority given to the more important needs. Of course, changes can be made as times or program emphasis dictates. In any event, it will provide clarity of goals, an incentive to complete them, and it will be an indication that the camp is a going concern.

The amount of funds available, the particular problems of different locales, and the varied aims and programs of camps determine their physical properties. No rule of thumb can be stated. But in considering the ultimate needs of a camp, here

is a list that can be used as a guide. It is more or less in order of importance. In some cases one structure combines several needs.

1. Campers living quarters (tents, cabins, or combinations thereof)
2. Staff living quarters
3. Dining hall, kitchen, bakeshop, refrigerating equipment
4. Kitchen help living quarters
5. Maintenance crew living quarters
6. Toilet and sanitation system, screened garbage house
7. Drinking water system
8. Infirmary
9. Auditorium, recreation room, and storehouse
10. Shop, inflammable storage house, incinerator
11. Office, bank, and post office
12. Swim area
13. Baseball, basketball, tennis facilities
14. Boat house
15. Rifle range
16. Guest house
17. Store, lost and found, hike, arts and crafts, darkroom quarters.

Too much emphasis cannot be put on the subject of sound financing in connection with property development and maintenance. To conserve the property the budget of every camp should include allowance for three items: 1) repairs, 2) improvements, and 3) depreciation. The first will cover minor items for the most part, and the amount will be guided more or less by experience. The amount for improvements will vary in every case, but definitely 3 to 5 per cent of the total budget should be earmarked for this purpose. This sound business practice should complement the gifts and donations which should be encouraged from friends and alumni but which are always uncertain in any event. Lastly, a depreciation account should exist, based on a standard schedule of the life expectancy of each piece of property, facility, and equipment and against which should

be charged those expenditures of replacement or renewal needed to bring back the particular item to its original status. This is extremely important. More and more camps and institutions are finding themselves in a crucial position, with major replacement problems and no funds available because this procedure was overlooked. Furthermore, the mistake of tapping this fund for improvement or enlargement projects must be avoided.

Maintenance of Buildings and Equipment

Good business practice requires constant maintenance of property and equipment. Experience proves that it is less costly to make repairs as required than to permit them to accumulate until they become major budget items. In addition, a well-maintained camp can influence campers in the care of camp property as well as their own personal effects. Finally, it is important from the standpoint of health and safety.

Three groups can contribute to good maintenance procedures: the staff, the campers, and the maintenance department.

The staff members, in their capacity as department or activity heads, should be expected to take reasonable care of their own equipment during the course of the season. As camp ends, they should be responsible for the proper storage of it, for a full and complete inventory, and for a report on repair, replacement, and addition needs.

The campers, under the guidance of the counselors and staff, can take care of a portion as part of the regular camp program. Certain times of the day should be set aside for cleaning up living quarters, buildings, play areas, etc. The period just before meals is a good one for the inhabitants of a cabin or tent to police their quarters, fold blankets, make beds, etc. Right after breakfast is a good time for the whole camp to turn out to clean up the other buildings, pick up papers and debris on the grounds, empty trash barrels in the incinerator. Each tent or cabin group should be assigned a specific duty each day, and

everyone should be expected to be on the job. Proper tools should be provided and pride in the results promoted.

The kitchen crew should take care of its own maintenance work.

Other than these duties, proper maintenance should be in the hands of a sufficiently large staff of at least semiskilled workers. It is false economy to entrust a carpenter's repair job to a boy or young man who has had little experience with a hammer. Unsightly patchwork only becomes a major and expensive repair job at a later date. In addition, program suffers if staff members or counselors are expected to maintain property.

A full-time, year-round maintenance man or staff, depending on size, is an asset to any camp. The so-called handyman can do most of the kinds of work that occur in a camp. The larger problems may have to be handled by outside contractors. If necessary, extra help can be hired during the summer months. In any event, the aim should be to complete all maintenance work before the camp opens, so that all facilities are in good working order and program can get off to a flying start the minute the campers arrive.

An excellent practice is the development of a manual of maintenance work. Arranged by seasons and including specific details on opening and closing camp, it provides a check list that obviates the chance of overlooking important jobs. It would read something like the following:

Closing camp — work of staff members

It is important to have a selected group of staff members stay on to help with this work. They can do the cleaning work, take down screens, sweep out, oil floors, and do the heavy work where many hands are required. They can assemble equipment and inventory it. Department heads can write reports on condition of materials and make recommendations for improvements and repairs. Here is a suggested list of work to be done.

Cabins and Buildings

1. Clean flues, chimneys, and fireplaces

2. Dust and sweep out from ceiling to floor
3. Empty all trash baskets. Remove fire wood. Lay brooms flat on floors or hang
4. Mark and carefully lay flat inside all screens
5. Clean and oil furniture and note needs for repair and painting
6. Repair or replace soiled or damaged mattresses. For slight damage new ticking can be glued over rips. Mattresses should be left flat on each bed. Replace broken or sprung coils in springs. Note repairs needed.
7. Oil or wax floors
8. Disconnect electric fuse box
9. Inventory contents and note repair, paint, and replacement needs
10. Close windows and buildings tight. Cover chimney tops
11. Remove liquids affected by freezing weather

Tents

1. Sew or patch all rips. Replace worn ropes
2. Dry thoroughly, number it, fold, roll, tie, and store in rodent-proof location. Note condition on inventory
3. Tie poles together and tag with corresponding tent number

Swimming Area

1. Take up floats, diving boards, and towers. Store inside if possible. If stored outside, place in racks allowing for good drainage

Boats and Canoes

1. Store upside down, well supported by braces
2. Place racks and docks on racks above high-water mark

Athletic Department

1. Drive spikes marking location of bases; basketball court corners, foul and center lines; tennis court lines; football and soccer field dimensions
2. Dry out and store bases, nets, targets, etc. in rodent-proof containers
3. Take down basketball backboards
4. Mulch or spread weed killer or salt solution on courts
5. Oil all leather equipment
6. Ship to renovating concerns baseballs to be recovered, leather and rubber goods to be repaired, bases and protectors to be repadded, bows and arrows for refinishing
7. Inventory, note condition and replacement needs

Hiking Equipment

1. Clean, oil, or grease metal utensils
2. Repair pack baskets
3. Dry out, roll, and tie all tents and tarpaulins. Store in rodent-proof location
4. Inventory, note condition and replacement needs

Kitchen and Bakeshop

Much of this can be done by the kitchen crew within a day or two after the close of camp.

1. Wash dishes, glasses, and silverware
2. Scrub all food counters and floors
3. Wash all tables
4. Oil or grease all utensils and metal shelves and counters
5. Defrost and wash thoroughly all refrigerators and coolers. Leave doors ajar unless used for storage. Grease interiors of deep freeze metal
6. Clean range of grease and dirt
7. Wash out rags, towels, mops, and store in sealed cans or hang
8. Wash out garbage pails
9. Store supplies in rodent-proof containers
10. Remove all foods
11. Inventory everything and note replacement needs

Closing camp — work of maintenance department

The work of the maintenance department at this time will be:

Cabins and Buildings

1. Check roofs, sidings, floors, porches and foundations. Make necessary repairs
2. Check doors, hardware, andirons, electrical fixtures, and windows for proper operation. Repair as necessary
3. Repair broken screens and replace broken glass
4. Drain pipes and traps and fill with kerosene

Tents

Repair tent floors

Kitchen and Bakeshop

1. Drain pipes, traps, and boilers. Fill traps with kerosene
2. Check motors, heaters, and mechanical apparatus; oil and repair as necessary
3. Check ranges, grates, and paint with stove blacking
4. Clean flues, fans, hoods, and deep fat fryers
5. Paint and repair as necessary

Boats and Canoes

1. Calk, repair, and paint as necessary

Swimming Area

1. Check docks for cracks, nails, and broken ladders

Athletic Equipment

1. Repair all wire nets and screens. Paint or stain poles

Hiking Equipment

1. Sharpen axes and repair broken handles

Toilets and Showers

1. Scrub all facilities and floors with disinfectant
2. Drain pipes, boilers, bowls, traps, and fill bowls and traps with kerosene
3. Paint where necessary
4. Store paper in sealed containers

Infirmery

1. Dispose of all opened medicines and bandages
2. Remove liquids subject to freezing
3. Store instruments, equipment, etc., in sealed containers

Sanitation

1. Drain all pipes and traps and fill traps with kerosene
2. Clean out grease traps and septic tanks. (There are business firms that do this work)
3. Check chlorinators, pumps, and store in dry location
4. Check filter beds for leakage and stoppage. Replace gravel or sand filter beds where necessary

Rifles and Ammunition

1. Clean and oil all guns
2. Send to manufacturers those in need of repair
3. Carefully lock all guns and ammunition in safe storage place

Musical Instruments

1. Follow directions of a professional music repair man for winter storage
2. Store in dry location

Fall work program

1. Work on outside painting and repairs for which this is the best time of year. See inventory lists
2. Clean out culverts, ditches, gutters, and leaders after leaves are off trees for good drainage
3. Rake and dispose of leaves, especially from under and around buildings
4. Inspect all buildings monthly
5. Work on outside improvement projects
6. Fertilize, dress, and seed play areas. Plant new shrubbery
7. Winterize vehicles
8. Order replacement and repair parts
9. Empty and store fire equipment affected by freezing

Winter work schedule

1. Inspect all buildings monthly
2. Do inside shop repairs, paint and renovate furniture and other equipment. See inventory lists
3. Inspect water front weekly. Cut out and keep clear lanes around docks to prevent ice damage

4. Fill icehouse
5. Cut firewood
6. Repair motors, etc.
7. Inventory shop, and repair all tools

Spring work schedule

1. Check up daily on drains and gutters for spring thaws
2. Inspect buildings monthly, particularly foundations and chimneys that may be affected by frost heaving
3. Repair roads, washouts, paths, and walks
4. Roll and mow lawns
5. Weed and roll courts
6. Do trimming and landscaping
7. Fill in, remove stones, and rake base paths
8. Paint and work on improvement projects
9. Treat mosquito breeding areas
10. Test purity of water supply, clean out reservoirs, catch basins, filters, etc.
11. Refill and put in proper locations all fire equipment. Test hose and hydrants
12. Have professional repair man fix musical instruments and tune pianos
13. Summerize vehicles

Opening camp

Here again it is an excellent plan to have on hand a number of counselors and staff. Besides providing an opportunity to become acquainted and to hold indoctrination and brush-up meetings, they can do the same type of work they did in closing the camp in the nonskilled category. In addition, they can work on athletic areas, put up tents, launch and prepare boats and canoes, and prepare camp sites. Department heads can get their activities ready to operate on opening day.

The maintenance department reverses the camp-closing operation. However, the opening work requires a much more careful check on the operation of the systems. Electric fixtures and wiring should be examined for effects of dampness or water damage. Frost and cold water may affect pipes, gaskets, conduits. Rodents may have damaged equipment. Swimming area bottoms may have glass or tin cans.

In addition, they should apply a thorough D.D.T. application, following manufacturer's directions. For mosquito areas a fog treatment should be considered.

Summer work program

Maintenance Department—Daily

1. At least twice daily, toilets should be cleaned. Bowls and seats should be washed with a mild disinfectant; basins should be scoured. Soap and paper containers should be refilled. Floors should be scrubbed or mopped with a mild disinfectant
2. Inspect the sanitation system for leakage. Chlorinators should be examined and solutions replenished. A daily test should be made of drinking water and sewage effluent
3. Empty trash barrels and burn in an incinerator
4. Arrange for a farmer to take garbage. If impossible, bury in a deep pit with a thick coating of dirt
5. Replace broken windows
6. Make necessary repairs
7. Landscape as required

Kitchen Crew

1. Scrub food counters and equipment after each meal. Clean grease from range. Scrub floors. Empty garbage cans. Clean dishwashing machines

Maintenance Department—Weekly

1. Inspect all buildings
2. Check drinking water source and system and clean out basins, feeder lines, pumps, wells, fountains, and drainage pits
3. Check motor vehicles for water, oil, tires, battery, lubrication, etc.
4. Oil motors
5. Check boilers and furnaces
6. Check incinerator and chimneys for firebrick damage
7. Inspect all fire equipment, including hydrants and hose
8. Clean up storage house for inflammables
9. Clean out grease traps
10. Clean kitchen flues, fans, and hoods

Closing Camp

THE PHYSICAL PROBLEMS in connection with camp closing; the determination of priorities for repairs and replacements in preparation for the next season; the compiling and evaluation of data and records of the season's accomplishments, and the effective reporting to key individuals and groups—these are the tasks that must be dealt with in bringing each season of camping to a successful conclusion.

Some of the most pertinent concerns seem to be: 1) what are the mechanics of camp closing that will safeguard loss and depreciation of equipment; 2) what will the next year's budget allow for repairs and replacements, and will it be less costly to replace than to repair; 3) what kinds of reports should be required of staff members that will improve camp operation for the following year, and 4) what should be the nature of yearly reports, and to whom should these reports be given.

No two Y.M.C.A. camps operate in quite the same way. To some extent geographical location and size of the community determine the length of the camping season. Increasingly our camps are seeking to meet the camping needs of the entire community. So that they can accommodate adult "Y" groups, church conferences, girls, family groups, and others in addition to boys, many camps open about Memorial Day and operate continuously through Labor Day and on week ends into October. For most camps the last week of August is the conclusion of the regular season. In some camps the last period in August is not filled to capacity and allows more staff time for inventory work, program appraisal, and counselor reports. If the camp is to be

used for other groups after the conclusion of boys' camping periods, some adjustment must be made in storing equipment and completing inventories as well as in evaluating the total camping season.

Generally our camp directors have endeavored to take the very shortest time possible to close camp. Certainly we should see that the camp committee and the general secretary understand more fully what is involved in an effective closing of camp. Even with our best efforts camp directors and the staff quite likely shall always have to combat the feeling within themselves that the season is over and, with the departure of the boys, further work is an anticlimax to a busy summer. Ingenuity must be used to secure the enthusiasm of the staff concerning the tedious task of taking inventories, carefully storing camp equipment, and properly closing buildings. Helpful devices are special social activities after work hours and a postseason inspection of the camp by a committeeman, which is to be compared with that of the previous year. Members of the staff will have a greater appreciation of the property and greater interest in the camp if they are made familiar with the history of the camp: how it was secured and how equipment and additional buildings were added through the years.

Supervision of property and equipment after the camp season—the taking of inventories, storing of equipment, property supervision and inspection—are important responsibilities for Y.M.C.A. officials and the camp committee to keep in mind. All camp committees need to appraise carefully the benefits of having a full-time caretaker to give protection to valuable property, the bearing such supervision will have on those who might invest money in the camp, the savings made in decreased time for setting up and closing camp, and the release of the director's time and energy for other camp matters.

Just prior to the opening of the regular season is the time the director should give a general outline of what is to be done by the staff as the season nears the end, the importance of in-

ventories, the evaluation in autumn by the camp committee on the basis of staff reports and recommendations, and the relationship of all this to the camp purposes and objectives. When the counselor understands why these things must be done, we can expect more sympathetic co-operation from him. The camp director should confer frequently during the summer with each member of the staff regarding the reports and other work expected of him before the camp closes. The chairman of the camp committee should also meet with the staff during the early part of the summer and discuss the importance of this phase of the camp operation. Staff members will accept their work much more graciously if it is explained at the beginning of the summer than if it is thrust upon them during the last few weeks of camp.

Camp committees should be shown that a careful study of the needs for the next season may mean a great saving in money and time. From the reports of staff members a priority schedule and a recommended replacement or repair program can be planned well in advance of the actual opening of camp. All equipment to be repaired should be repaired before storage for the winter.

In a camp where there is growth there is change. Reports are a valuable medium of indicating trends and changing procedures. They also are an excellent means of testing new methods against past experience. The personnel of a camp staff changes greatly from year to year, and the reports are valuable as leadership training aids. The following represent some of the reports desirable at the end of the season:

1. Job analysis by each staff member
2. Cabin counselor report
3. Special activities such as glee club, dramatics, nature study, religious guidance
4. Department reports such as food service, craft, athletic, aquatic, maintenance, health
5. Y.M.C.A. Yearbook
6. Individual participation report to parents

Few people today accept the theory that wholesome results inevitably come to a boy from being in camp. Parents and even campers show an inquiring mind as to the what, why, and how of our camp operation. Generally our "Y" camps have in the past dozen or more years stated with increasing clarity the camp purposes and objectives. There has also been better understanding by our camp constituency and our camp staffs regarding the methods and procedures to be used in attaining those aims. Various techniques are put to use in the endeavor to obtain accurate appraisal of results of the camp season. One of the most important appraisal methods is the reports by members of the camp staff at the conclusion of the season.

It is most desirable to have staff reports made while the counselor is still in camp rather than a few weeks after the camp season. This also makes possible some appraisal of the season by the staff as a group and certain staff recommendations. Reports should be simple in form, permitting the counselor to use his own style, and the camp staff must have some tangible evidence that reports and appraisals of previous seasons are actively used and serve a highly useful purpose.

All reports should be made to the camp director and should be digested by him and the important results and recommendations included in his report which should go to the following groups and persons:

1. Camp committee: Camp season reports, staff appraisals and recommendations should be made by the staff through the camp director to the camp committee. The reports should be studied, revised and compiled by the camp director and camp chairman if at all possible in time for presentation at a fall meeting of the camp committee. The camp committee, in addition to evaluating the total report, should select certain portions of the report for more detailed study and discussion at later meetings.
2. Y.M.C.A. Board of Directors: The camp committee is responsible to the Y.M.C.A. Board of Directors and the general secretary for the operation and management of the camp. It is highly essential that the camp committee make

an annual report to the board through the camp chairman. A definite date should be designated by the board as soon after the camp committee's evaluation as possible for the hearing of this report

3. Y.M.C.A. Yearbook: Certain statistics are required concerning the camp season as a part of each local Y.M.C.A.'s yearly report to the National Council Y.M.C.A. This should be reported in December
4. Y.M.C.A. Area office and National camp offices
5. Newspapers
6. Certain key individuals with community organizations, institutions, and agencies such as schools, churches, juvenile court, community fund, civic clubs
7. Individuals who have made gifts to the camp and prospective donors
8. Families of campers
9. Camp staff, junior and senior
10. Neighbors in the community where the camp is located and firms with which the camp has business connections
11. Group leaders of the Boys' Division in connection with year-round program for boys

The utmost of care should be given, not only in the preparation of reports but also in the methods used in making them.

In recent years an increasing number of camps have been issuing a special type of report in the form of a camp annual. Some camps have a printer make up the cover, using an attractive picture on the front, the inside material being in mimeographed form. The annual is made up primarily for the campers and parents and others closely identified with the camp. Charts and graphs showing camp attendance, income, expense, comparisons with previous years, names of counselors, high lights in the program, and improvements made during the summer are part of the content of the camp annual. This is an excellent way of maintaining camper contacts and interest between seasons.

Perhaps no phase of camping at present provides greater challenge and opportunity for extensive progress than the area of counselor reports and camp season appraisal by the staff. Every camp in our Movement should help us advance in this respect.

Business Administration

THE MATERIAL IN THIS CHAPTER is designed to pull together some of the camp business practices which have proved most satisfactory. It is hoped that both experienced and new "Y" camp directors will find helpful suggestions although no pretense is made that these are the best methods for any given situation.

Continuing success in camping is obviously dependent upon sound business procedures. Because of the "economic facts of life," the camp business administration is just as surely a long-term means of accomplishing our camp objectives as are other phases of camp operation such as program, staff recruiting, and property upkeep.

It is well to maintain a proper perspective with reference to the place of camp business administration. Some directors tend to become so preoccupied with the business detail that it consumes nearly all of their time and they become primarily business managers. At the other extreme are directors of differing talents who so minimize the importance of the business operation that financial records are unreliable, camp offices are inefficient, and budgeting and purchasing are haphazard.

Recognizing the importance of good business administration, it is advisable for the director to so organize and routinize the business procedures that they can be delegated to one or more of his staff colleagues. This will mean that camp business administration will take its place along side of program, health, and other major supervisory areas of the camp director.

The Camp Budget and Fee Schedules

The camp budget is the blueprint for income production and expense allowance for the ensuing year. It reflects camp enroll-

ment goals and determines goals for other sources of income. It takes into account and tries to predict what the prevailing costs will be for manpower, material, and food. Inevitably it tends to reflect the standards of any given camp with reference to personnel, health, food, program, etc.

The camp budget should include all legitimate charges, such as the prorated salaries of the Association secretary who directs camp and of the Association stenographer and bookkeeper who spend time on camp work. When the sons or families of staff workers are accepted by the camp as part of the remuneration of staff people, the cash value of the services rendered should be charged against leadership and credited to income. It is obvious that these or any other type of hidden or absorbed subsidy tends to distort the true financial picture which, as a professional, the Association secretary is obligated to submit to his committee and board.

At the time budgets are formulated it is often difficult to predict what the enrollment and costs of operation will be. It is therefore advisable to budget conservatively. For income-budgeting purposes many camps figure their income from enrolled campers at 90 per cent of the actual anticipated enrollment but base their expense estimates on 100 per cent of anticipated enrollment. This practice allows a margin for contingencies.

When budgeting for a residence camp, the experience of past years serves as a helpful guide. In developing a budget for a new camp, it will be found helpful to ascertain the operation costs of Y.M.C.A. camps of similar capacity, equipment, program, and desired standards. Unit costs, such as per diem food costs, are usually available from recent camp studies and reports and will also be found useful. Not to be overlooked in this regard is the advice available from other agency camp people and experts in food, maintenance, and other fields.

The expense budget items

Some expense items are fixed and remain constant throughout

the year. Insurance, taxes, interest, and certain wage and salary costs fall into this fixed charge category, and budgeting is therefore relatively simple.

Other expense items vary according to the market and according to the camp standards and needs of a given year. Such variables include food, leadership, maintenance supplies, program, etc. The determination of these amounts should result from knowledge of market trends, application of the Y.M.C.A. camp standards, and a careful review of program, equipment, maintenance, promotion, and other needs of the preceding year.

A special word is in order on two of the expense budget items:

1) *Depreciation*. The Y.M.C.A. National Camp Standards call for at least 2 per cent of income to be charged off annually to depreciation and banked as a contingent fund against major repairs and replacements. 2) *Miscellaneous*. The budget setup should be such that few if any expenditures need be classified under a miscellaneous item. If miscellaneous expenses total more than \$50 or \$100, it is good practice to set up more specific budget items describing the expenditures.

It would be a neat solution to certain budgeting problems if the expense budget could be broken down on a percentage formula with a certain per cent of the total allocated to each item or groups of items. Camps vary so much in type of equipment and program, and economic changes occur so rapidly, that it can be seen that such a suggested breakdown has obvious limitations and may be difficult to work out in some situations. Some "typical" residence camps figure roughly one third for food and its preparation; one third for leadership, management, promotion, and program; one third for property upkeep including maintenance labor, insurance, equipment, repairs, replacements, etc.

Y.M.C.A. practice assumes that major property, building, and equipment additions are the responsibility of the community or interested friends rather than the responsibility of the operating budget. It is therefore necessary to set up, outside of the op-

erating budget, capital accounts through which such capital income and expense can be recorded.

The establishment of rates; income budget items

Y.M.C.A. camps which measure up to the established national standards require adequate income from one or more sources, such as constituency served, endowments, contributions, and Association or community fund subsidies. Regardless of the ability or inability of the constituency served to pay the bill, a basic responsibility rests upon each Association to measure up to the minimum standards required by the national certification plan.

Since the educational outcomes make the residence camp one of the most meaningful boys' programs in the Y.M.C.A., it is logical to assume for residence camping the same principle of subsidizing as applies to the other aspects of the boys' program. Specifically this might mean that subsidy should be allowed for the prorated time of the "Y" secretary and other full-time Association personnel allocated to camping.

Utilizing the foregoing principle, a suggested formula for establishing the camp rate is as follows:

The <i>total</i> estimated expense of operating camp	\$_____
Less: subsidy according to principle applied to other Y.M.C.A. boys' program	\$_____
Leaves estimated cost to constituents for camp program	\$_____
Cost to constituents ÷ estimated # of camper weeks = rate per camper week	

Another important budgeting consideration is the relation of the constituency to be served to the camp rate. If part or all of the constituency cannot pay a rate sufficient to carry the expense of operating a camp up to the minimum Y.M.C.A. standards, then camper subsidies or "camperships" need to be secured to bridge the gap in necessary income. Conversely, a constituency which demands and can afford to pay for a camp operation above the minimum standards should do so accordingly.

The difference between the ongoing rate per camper week and the estimate of what a less privileged constituency can pay, represents the per week campership need. Multiplying this by the estimated number of camper weeks needing such subsidy gives the total amount needed from camperships.

The sources of camper subsidies will vary from one community to another according to such factors as the Association policy, Community Chest agreements, and the availability of foundation aid and other gifts.

Many progressive camp directors feel that it is good educational and democratic practice to have a variety of socio-economic levels represented in the camp family. This may mean that there will need to be a graded scale of subsidy. In this connection care should be taken to administer campership aid in such a manner that it will not smack of charity in the "lady bountiful" sense. Rather camperships, like school scholarships, should be regarded as a means of making available a valuable educational experience to those who are interested and who need the opportunity in the total community.

Many Y.M.C.A. camps are used before and after the regular season by church and other conference or outing groups. The methods of arriving at rates for these groups will vary according to the policy and relationships of the Association in question. Such camp usage requires considerable time of the camp director for arrangements and supervision and frequently results in greater proportionate wear and tear on the equipment than occurs during the regular season's operation. The rates should reflect these considerations through a "ground fee" in addition to the other estimated costs such as food, labor, kitchen wages, etc.

Other activities from which income may be derived, with suggested policies on charges are as follows:

1. The camp store should exist primarily for service rather than profits although it should be operated on a businesslike basis and show a reasonable gain. The customary commercial mark-up on edibles is suggested, with the markup on other

(Developed by the National Social Welfare Assembly—1948)

Total operating expense \$

BUDGET FORM—OUTLAY

Covered by Agency year-round budget			Covered by camp budget		
	Number of Persons	Time given to camp operation (Weeks)	Number of persons	Amount	Total
II. OPERATING EXPENSE					
A. SALARIES					
1. Directors	_____	_____	_____	\$ _____	_____
2. Leadership	_____	_____	_____	_____	_____
Office	_____	_____	_____	_____	_____
Registrar	_____	_____	_____	_____	_____
Program specialists; group counsellors	_____	_____	_____	_____	_____
3. Maintenance	_____	_____	_____	_____	_____
Caretaker	_____	_____	_____	_____	_____
Handyman	_____	_____	_____	_____	_____
4. Food preparation and service	_____	_____	_____	_____	_____
Dietitians	_____	_____	_____	_____	_____
Cooks	_____	_____	_____	_____	_____
Kitchen help	_____	_____	_____	_____	_____
5. Medical	_____	_____	_____	_____	_____
Nurse	_____	_____	_____	_____	_____
Doctor	_____	_____	_____	_____	\$ _____
B. OTHER COMPENSATION					
1. Training reimbursement to staff	_____	_____	_____	_____	_____
2. Health examinations for staff	_____	_____	_____	_____	_____
3. Other (List)	_____	_____	_____	_____	\$ _____
C. MATERIALS AND SUPPLIES					
1. Food	_____	_____	_____	_____	_____
2. Office supplies \$ _____; stationery and printing \$ _____; postage \$ _____; Other (List) \$ _____;	_____	_____	_____	_____	_____
3. Household supplies	_____	_____	_____	_____	_____
4. Medical and/or first aid supplies	_____	_____	_____	_____	_____
5. Program supplies	_____	_____	_____	_____	_____
6. Other (List)	_____	_____	_____	_____	\$ _____
D. SERVICES (Exclusive of own caretaker and handyman)					
1. Ice \$ _____; fuel \$ _____; light \$ _____	_____	_____	_____	_____	_____
2. Telephone and telegraph	_____	_____	_____	_____	_____
3. Laundry: camp \$ _____; camper \$ _____; staff \$ _____	_____	_____	_____	_____	_____
4. Automobile and truck	_____	_____	_____	_____	_____
5. Freight and cartage	_____	_____	_____	_____	_____
6. Transportation for campers	_____	_____	_____	_____	_____
7. Transportation for staff	_____	_____	_____	_____	_____
8. Health examinations—campers	_____	_____	_____	_____	_____
9. Other (List)	_____	_____	_____	_____	\$ _____
E. MAINTENANCE					
1. Repairs	_____	_____	_____	_____	_____
Buildings	_____	_____	_____	_____	_____
Equipment	_____	_____	_____	_____	_____
Roads	_____	_____	_____	_____	_____
Other (List)	_____	_____	_____	_____	_____
2. Replacements	_____	_____	_____	_____	_____
Buildings	_____	_____	_____	_____	_____
Equipment	_____	_____	_____	_____	_____
Roads	_____	_____	_____	_____	_____
Other (List)	_____	_____	_____	_____	\$ _____
F. FIXED & SPECIAL CHARGES					
1. Insurance: Workman's compensation	_____	_____	_____	_____	_____
Public liability	_____	_____	_____	_____	_____
Automobile and truck	_____	_____	_____	_____	_____
Fire \$ _____; flood \$ _____; tornado \$ _____; Other (List) \$ _____	_____	_____	_____	_____	_____
Accident and illness insurance paid for by campers	_____	_____	_____	_____	_____
Accident and illness insurance paid for by staff	_____	_____	_____	_____	_____
2. Taxes	_____	_____	_____	_____	_____
3. Licenses	_____	_____	_____	_____	_____
4. Interest on mortgage	_____	_____	_____	_____	_____
5. Rentals: camp \$ _____; equipment \$ _____	_____	_____	_____	_____	_____
6. Other (List)	_____	_____	_____	_____	\$ _____
G. TRADING POST					
H. OTHER OPERATING EXPENSES (List) (i.e., refunds; A.C.A.; membership and conference fees, etc.)					
					\$ _____
					\$ _____
I. CONTINGENCY FUND					
					\$ _____
Total operating expense					\$ _____

things ranging from 15 per cent for the expensive items to 50 per cent for the items costing only a few cents.

The variety of stock in the camp store has a direct bearing on camper spending, and for this reason many directors prefer to offer only those items essential to the campers' needs.

2. A markup of 25 per cent is recommended in the sale of crafts materials, in order to cover tool and equipment replacements.

3. Personal services such as haircuts, laundry, and transportation should be on a cost basis.

4. In riflery, horseback riding, special trips, and similar activities, which are on an elective basis and which involve considerable extra expense, a fee sufficient to cover ongoing expense (except leadership) and normal equipment replacement is recommended.

5. Where camps furnish guest meals, charges comparable to prevailing restaurant prices are recommended.

Registration fees

Registration fees are paid upon application for space in camp as evidence of intent to become a camper. Such fees usually range from \$2 to \$10 and should be large enough to cover the expense entailed in the registration process. It is customary not to refund the registration fee unless the application is refused. There is, however, no absolute rule about this and practices are governed by considerations of good will and fair business principles.

APPLICATION CARD

Agreeing to abide by the rules of the Camp and to do my best at all times to be a good camper, I hereby apply to attend Camp Blanchard during the periods indicated.

Boy's signature

This application has my approval. It is agreed that Camp fees will be paid in advance for each period and will not be refunded in case a boy leaves Camp for any reason other than illness. When a refund is granted it will be one-half of the unused tuition for that period. It is agreed that the Camp Management reserves the right to reject applications without giving reason therefor; to dismiss a boy, if necessary, for the good of the Camp. While the Camp takes every reasonable precaution, it is agreed that Camp assumes no responsibility for camper's personal property, and is released from liability in connection with medical ministrations except as covered by Camper Insurance.

Signed Parent or Guardian

Business Address

Business Phone City

The application card should carry an agreement (worded so as to be legally sound) to be signed by the parent or guardian. This should cover such items as policy on board payments and refunds in the event of illness or withdrawal; certification that camper is normal, healthy, and free from immoral habits; and certain agreements and/or legal release with reference to sickness and accident of the camper.

Purchasing

A high order of stewardship should characterize those charged with the camp management because in their hands rests the responsibility for making the best use of the resources available to accomplish the Christian purposes of the Association through camping. Wise spending is of prime importance to good stewardship.

It is good basic practice to:

1. Concentrate authority for purchasing in as few hands as possible—usually the business manager's and camp director's—and route all purchasing through the camp business office.
2. Require an approved requisition for all purchases.

<p>P 3 40 9275 7-45 VP</p>	<p>YOUNG MEN'S CHRISTIAN ASSOCIATION OF THE CITY OF NEW YORK</p>	<p>Purchase Requisition</p>
	<p>_____</p>	
	<p>Branch _____ Department _____</p>	<p>No. _____</p>
		<p>Date _____</p>
	<p><i>Please order the following material and charge to budget as indicated below:</i></p>	<p>When Wanted _____</p>
<p>QUANTITY</p>	<p>DESCRIPTION</p>	
<p>Budget Distribution:</p>		
<p>_____</p>		<p>Signed _____</p>
<p>_____</p>		<p>Approved _____</p>

3. Educate the entire staff on the necessity for conservation and economy and adherence to the routine purchasing procedures.

It is desirable to do most purchasing through charge accounts, and pre-season arrangements should be made including agreements about submitting and paying bills, discounts, deliveries, etc.

Insofar as is practicable, competitive bidding rather than "salesmanship" should determine where to make major purchases. Accurate specifications (*i.e.*, weight, quantity, grade, pack, etc.) will be essential so that quotations will be on comparable items. The competitive bidding method usually results in considerable savings over the years and conserves good will in the community.

In the purchase of specialized equipment it is desirable to seek expert advice. This can usually be secured free of charge and with resulting increased interest and good will on the part of the specialist consulted.

YOUNG MEN'S CHRISTIAN ASSOCIATION PETTY CASH VOUCHER

RECEIVED CASH AS BELOW: DATE....., 194.....

Account	Item(s)	Amount	

Approved by:

Payee's Signature:

.....

.....

Petty cash account

It is necessary to have a supply of cash on hand at camp for making incidental purchases and for payment of small bills for labor, etc., on a cash basis. All items paid from the fund should be o.k.'d by the business manager or camp director. A running record of such disbursements should be kept, and duplicate petty cash receipts should be signed by the individual receiving money. Request for reimbursement is made to the intown office as often as is necessary. Each such request should be supported by an itemized list of petty cash bills paid, and by separate vouchers for each payment.

CAMP.....

REQUEST FOR PETTY CASH REIMBURSEMENT

PERIOD FROM....., 194..... TO....., 194.....

Date of Voucher	Name of Payee	For	Amount		This Column for Use at Headquarters
Total to be reimbursed					

Reconciliation:

Balance of cash on hand..... \$.....

Add: Amt. to be reimbursed

per request as above.....

Total petty cash fund.....

Prepared by:

Approved for \$.....by:

(Fill out in duplicate)

The Camp-Centered Business Operation

The total Y.M.C.A. camp business procedure is usually divided between camp-centered and Association-centered operations. While this is probably the most common Y.M.C.A. practice, it is recognized that in some instances more, or even all, of the

business operations are centered in camp, and in other instances more are centered in the Association than described here. It is important to have a clear-cut and well-understood policy on the division of business responsibility between camp and Association headquarters.

The most efficient arrangement in camp is to centralize all of the business procedures in an adequately equipped office and to place the business responsibility in the hands of a business manager and a staff of assistants who are responsible to him. The business office personnel should be of the same caliber as the program staff, possessing an understanding of and sympathy for the camp objectives. Other qualifications should include an amiable personality, with liking for children; business and detail experience; an orderly mind; a businesslike point of view which doesn't minimize small mistakes; dependability, and honesty. It is good practice to bond persons who handle money.

Receipt records and procedures

The receipt book provides a complete record of money received in camp during the season. Many camps use a duplicate numbered receipt book with a columnar arrangement for allocating the income to the proper accounts. The original receipt is given to the payee and the duplicate remains in the book as the camp record. Columns are provided for only the most active

Camp Becket-to-the-Berkshires									
Rec'd of	No.	Amt.	Bank	Tuition	Lodging	Meals	Tel.	Store	Misc.
Wm. A. Wall		10,060.85	4616.72	2027.50	68.	310.	27.95	376.85	171.27
For .. 2 Breakfast .. 2 Lodging .. 2 Dinner .. 2 Supper ..									
Date 7/18/17 By J. A. Shera					4 00	6 25			
Camp Becket-to-the-Berkshires									
Rec'd of	No.	Amt.	Bank	Tuition	Lodging	Meals	Tel.	Store	Misc.
Wm. A. Wall		10 25							
For .. 2 Lodging .. 2 Suppers .. 2 Breakfasts .. 2 Dinners ..									
Date 7/18 By L. P. W.		10 25			4 00	6 25			

income accounts and other income is listed in the miscellaneous column with a notation beside each item indicating the budget account to which it should be allocated.

Receipts are given not only to campers but also to the camp store, crafts department, or to any other camp department that may have an income.

At Camp Becket a daily office report form has been developed to reconcile the amount of cash on hand with the receipt book figures at the end of each day's business.

From the daily income records the business manager may keep a running total, properly allocated to the various income accounts, for weekly or periodic reports to Association headquarters.

CAMP AND OUTING BRANCH Y M C A OF THE CITY OF NEW YORK

BUSINESS MANAGER'S REPORT OF INCOME

REPORT NO.....

CAMP.....

DATE.....

Store	\$.....
Riding . . . . .	.....
Telephone . . . . .	.....
Photography . . . . .	.....
Crafts . . . . .	.....
Riflery . . . . .	.....
Laundry . . . . .	.....
Extra meals . . . . .	.....
Camp Fees (as per detail below) . . . . .	.....
Transportation . . . . .	.....
Blanket Rent . . . . .	.....
.....
.....
Total—Check to City Camp Committee	\$.....

MEMORANDUM

BOY'S BANK BALANCE

CAMP FEES (REPORTED ABOVE)

Previous Bank Balance

Boy's Name	Trans.	Ins.	Reg.	Board	Total
Add: Boy's Deposits	\$				\$
Total					
Less: Refund checks.....					
Boy's checks.....					
Present Bank Balance	Totals	\$			\$

A summer checking account in a nearby bank is recommended for camps which are not within easy reach of Association headquarters.

The campers' bank

The campers' bank is just what the name implies. It provides a safe depository. It eliminates the necessity of campers carrying cash with the possibility of loss and enables the camp management to supervise camper spending. The bank provides the counselor with an educational opportunity in helping the camper to budget his spending money, to write checks, and to keep track of his spending and bank balance.

Deposits in the camp bank are usually made on arrival and the regular camp receipts covering same are given to the parents or campers.

For each camper there is a campers' bank envelope on which all deposits and withdrawals are posted daily. Checks against the bank account are filed in the envelope following posting.

CAMPER'S BANK ENVELOPE

NAME.....VILLAGE.....CABIN.....											
DEPOSITS			WITHDRAWALS								
Date	Rec. No.	Amt.	Date	Exp.	Amt.	Bal.	Date	Exp.	Amt.	Bal.	

Typical items for which campers spend money in camp include laundry, camp store purchases, crafts materials, riding, haircuts, special trips, and riflery.

There is a variety of methods of camper spending depending upon the size of the camp, the policy of extra charges, and other factors. Some camps use the check system exclusively. Other camps combine the check system and coupon book sys-

tem. Numbered coupon books are sold to campers and charged against their accounts. They come in 50c, \$1, \$2, and \$3 books and contain 1c, 2c, 5c, and 10c tickets which are used as a medium of exchange in lieu of cash for all small purchases under a certain specified amount. The numbered coupons are non-transferable and not good if detached from the camper's coupon book. The coupon book system is used mostly in the larger camps and is advantageous because it eliminates a large volume of posting work for the camp banker. Unused coupons at the season's end are redeemed for cash. Candy purchases are controlled by requiring the counselor's signature on the coupon allowed for that purpose.

Check No.	Y BOYS' CAMP BANK	
Date 194..	Check No.	Date .....194..
Amt. fow'd \$.....	Pay to	\$.....c.....
Deposited \$.....	..... Dollars	Cents
Total \$.....	..... Camper's Signature	
Amt. of Check \$.....		
Balance \$.....		
For		
.....		

Another method used in some camps is the numbered punch card. Punch cards of a given value are sold to campers and charged to their accounts. These are filed by the storekeeper or by the heads of the other departments where there is a charge and punched for the amount of purchases or services. Unpunched portions of these cards are redeemable for cash.

Campers' bank money, which runs into thousands of dollars in the larger camps, may be deposited in the summer checking account referred to or in a separate account opened for the purpose. Sufficient cash must be kept on hand in camp to meet the usual demand, and the cash on hand plus the camper's bank

PUNCH CARD FOR CANDY PURCHASE CONTROL										
1										1
1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2
CANTEEN CARD NO. Name Cabin Number										
5										5
5	5	5	5	5	5	5	5	5	5	5

money on deposit should always be equal to the total demand against the camp bank.

The camp management assumes the parental responsibility of supervising the campers' expenditures, and many experienced directors will recall instances of justifiable criticism by parents for having slipped up at this point. Campers' bank deficits are usually a source of embarrassment. This supervision most logically is the responsibility of the cabin counselor although he needs to be supplemented by a system of "flagging" the spendthrift camper at the points in camp where expenditures occur, viz., the camp store, craft shop, etc.

Weekly budget control check

It is highly desirable to know just where expenditures actually stand each week in relation to the budget allowance. Given an up-to-date financial statement at the opening of camp, a properly centralized and controlled purchasing system, and duplicate purchase forms complete with prices filed as purchases are made, an approximate week-by-week budget control check is within fairly easy reach. A true picture of expense in some departments, particularly the food department where purchases of some items are made and paid for several weeks in advance,

would need to take into consideration the inventory and base expense on the amount of supplies actually used at the time of the report rather than on total expenditure to date for the department.

WEEKLY BUDGET CONTROL CHECK

FOR THE WEEK OF.....TO.....

Total Exp. Budget for Year	Expense Budget Items	Total for This Week	Total for Previous Weeks	Total to Date	Budget Allowance to Date

Approval of bills — discounts

All deliveries to camp should be checked against the purchase orders or delivery slips by the receiving department or by the head of the department receiving the goods. After checking, the slips should be signed by the receiver and submitted to the business office to facilitate the checking and o.k.ing of bills by the business manager.

All bills should be checked carefully both against goods received and for accuracy of computation. The expense account (or accounts) to be charged should be designated on each bill. Promptness in approving and mailing bills to headquarters for payment is essential for taking any allowable discounts and for maintaining good will and good credit. It is desirable practice to use a rubber stamp for approving bills for payment.

Inventories

In order to ascertain operation costs at any given time it is necessary to maintain a perpetual inventory in certain camp departments such as food, camp store, and arts and crafts.

4. Certain convenient hours suggested for staff calls
5. Parents incoming calls discouraged
6. The recording of all outside calls

The telephone toll-call record has been found helpful in keeping track of calls, in charging same to individual accounts, and in checking telephone bills.

TELEPHONE TOLL CALL RECORD

Date	Place Called	Number	Amt.	Tax	Total	How Paid	Person Making Call	✓

Certain other forms serve to facilitate the in-camp business operation:

1. *Activity leaders' office report form.* This form is used to facilitate reporting to the business office by the leaders of those activities where charges are made to campers. Following the checking and recording of the receipts turned in with the form, the business manager files the form as a ready record of income from the activity.

CAMP BECKET ACTIVITY LEADER'S OFFICE REPORT FORM

Activity Date

Attached herewith are coupons, charge slips or cash for the following:

CAMPER'S NAME

AMOUNT

2. *The daily store report envelope.* This provides a sealed report from the storekeeper which can be checked, recorded and filed daily by the business manager. The particular form exhibited includes the accounting of the sale of coupon books to campers, which is a function of the Camp Becket Store.

3. *The daily post office report envelope.* This likewise provides a daily sealed report from the camp postmaster to the business manager.

Date:.....

DAILY STORE REPORT

Envelope

STORE SALES COUPONS

.....	@ 10c	\$.....	.....
.....	@ 5c	.....	.....
.....	@ 2c	.....	.....
.....	@ 1c	.....	.....

Total Coupons	\$.....	.....
Checks	.....	.....
Cash	.....	.....

Total Store Income	\$.....
--------------------	---------	-------

Receipt No.

COUPON BOOK SALES

	Rec.'d.	Ret'd.	Sold		
\$1 Books	\$.....
\$2 Books

Total Coupon Book Sales
-------------------------	-------	-------

Reported by

The Association-Centered Camp Business Operation

Billing, recording, and follow-up of board payments

While these are regarded as in-camp functions by some Associations, the experience of others reveals that the centering of the billing, recording, and follow-up of board payments at Association headquarters relieves the usually busy camp office of additional mechanics. Ordinarily, the job also gets done with more precision by the full-time experienced intown bookkeeping personnel.

It has been found to be good practice to mail board bills ten days or two weeks prior to the camper's arrival, with instructions to mail payments to Association headquarters. A board payment record card is kept for each camper, showing all necessary information including the period(s) for which the camper is registered and space for recording all payments.

Even under this advance billing plan board payments are frequently made at camp and these are recorded and reported to Association headquarters according to the procedure recommended on page 105.

It is important to be prompt in following up delinquent ac-

HEADQUARTERS INFORMATION AND
FEE PAYMENT RECORD CARD

Camper's Name
Address
Date of Birth

* * * * *

Parent or Guardian
Business Address
Business Telephone Home Telephone
(over)

(back of card)

Camper's Name		
Registered for:	<input type="checkbox"/> —First Period	<input type="checkbox"/> —Third Period
	<input type="checkbox"/> —Second Period	<input type="checkbox"/> —Fourth Period
CAMP ACCOUNT		
Registration Fee	\$	
Membership Fee		
Total\$		
PAYMENTS		
Date	Receipt No.	Amount

counts since it is much easier to collect outstanding board money before or during the boy's stay at camp than it is following his camp experience. The camp business office should be informed regularly by the home office of outstanding accounts for added follow-up in case of parent visitation. It is good practice to establish a well-conceived procedure in all board collection matters and then consistently work it year after year.

Checking and payment of bills

After the bills are o.k.'d and forwarded by the business manager or camp director, it is the function of Association headquarters to recheck the bills for accuracy and to draw checks in payment of same as promptly as possible.

In some instances it has been found advantageous to have a simple check-back report from the intown bookkeeper to the camp business office indicating just when bills previously sent have been paid.

The accounting system

There are so many variables in individual situations that it seems beside the point to go into detail about a camp account-

ing system. Simplicity and accuracy are important keys to the success of any system. The following statements of general principle may prove helpful:

1. Camp financial accounting should be in line with good Y.M.C.A. financial record-keeping.
2. The advice of an experienced accountant should be sought in setting up the books.
3. The accounts should be set up in such a manner as to agree with the budget breakdown and to readily provide the necessary figures required for monthly Y.M.C.A. statements and Community Fund statements.
4. The accounting system should give a picture of the total financial operation, including subsidies, prorated time of Association personnel devoted to camp work, and proper allocation of income and expense where acceptance of staff wives and sons is part of staff remuneration. Uniformity in this regard greatly facilitates making cost analyses. Hidden or absorbed income and expenditures tend to distort the true picture for any cost breakdown.
5. Investment accounts pertaining to land and buildings and new equipment should be kept separate from the operating account, and proper depreciation charges should be made each year.

Auditing

An annual audit of camp accounts is a must. A good policy is to require a professional audit of the Association head-quarter's camp books and an audit of the in-camp financial operations by the Y.M.C.A. treasurer.

Insurance

Insurance programs today offer a wide variety of security, and it is often difficult to know where to begin and end the insurance coverage within the limitations of the budget of a non-profit Association. The National Y.M.C.A. Camp Standards, the policies of the particular Association and community fund, and the business acumen of the camp committeemen and board members are the logical determinants of insurance coverage.

The best practice calls for the following types of coverage:

1. Fire and windstorm insurance on buildings and contents:
An up-to-date insurance appraisal, building by building, is needed especially in times of rapid inflationary or deflationary cycles. The ratio of insurance coverage to sound appraised value and to actual replacement value should be reviewed annually. Eighty per cent coverage of the sound value of larger buildings is considered desirable
2. Comprehensive general liability
3. Motor vehicle: bodily injury liability; guest coverage liability; liability covering damage to the property of others; comprehensive fire, theft, glass breakage, etc., based on actual cash value at the time of loss; and collision (\$100 deductible)
4. Standard workmen's compensation or employers' liability
5. Medical reimbursement insurance covering expenses of all types (within limits) resulting from illness or accident of campers. The cost of this insurance (currently 50c per week) is usually included as a part of the board rate

Insurance regulations and requirements vary from state to state. Generally, the camp director's name as well as the name of the camp-sponsoring Association should be included on all liability policies.

CHAPTER X

Food Service¹

IT HAS BEEN SAID that the most important person in the camp setting is the chef. There may be some disagreement with this, but it is true that food stands high in importance in the success of any camping enterprise.

Next to leadership, food has always ranked highest, not only to campers and staff members but to parents as well. In a number of studies it has rated above equipment, camp site, and program as a factor in a successful camp as measured by the objectives and standards of good organized camping.

Good food is a major need, for the child uses up considerably more energy in the camp setting than he does in the classroom, and his food requirements because of this increase in activity are greater. Swimming, athletics, hiking, and boating all burn up energy which must be replaced by a properly balanced, well-planned diet.

There is no end of material available which describes caloric, vitamin, laxative, mineral, heat, energy, and builder qualities, but it is generally recognized that regardless of the budget allotment the percentage should be as follows:²

¹ The following people have helped materially in the preparation of Chapter X: Dr. Orpha Mae Thomas, assistant professor, Institution Management, Teachers College, Columbia University, New York City; Harvey W. Sarven, professor at Tilton School, New Hampshire; James C. Quinney, steward, Tilton School, New Hampshire and steward-chef, Camp Becket, Massachusetts and Rhode Island State Y.M.C.A. Camp; Frederick Sowell, steward-chef, Estes Park Conference Camp Association Camp, Colorado; Joseph W. Janson, associate editor, *Institutions Magazine*, Chicago, Illinois.

² W. V. O'Shea, *The Child, His Nature and His Needs* (The Children's Foundation).

- 25% spent for milk (this is really the cornerstone of food foundation for children)
- 25% spent for vegetables and fruits
- 15% spent for bread, cereal and grain products
- 10% spent for meat, fish, poultry
- 10% spent for butter and fats
- 5% spent for eggs
- 10% spent for sugar, cheese, spices, miscellaneous

The dietitian, steward, chef, or director, whoever is in charge of planning meals for the child in camp, should be sure to consider the following requirements:

1. One quart of milk daily for cooking and drinking purposes
2. Tomatoes or citrus fruits served daily
3. Two or more vegetables, in addition to potatoes or spaghetti or macaroni, served daily
4. Salad once a day
5. Foods that act as roughage and have a laxative effect should be included in the diet, especially for the preadolescent child
6. Foods that build tissues, that keep the body functioning properly, and that replace heat and energy should find a place in every meal—breakfast, lunch, and dinner.

Regardless of how wholesome the meals may be, they have little value unless they are well prepared—the digestibility of the foods given full and ample consideration—and attractively and colorfully served. Foods should have eye as well as stomach appeal.

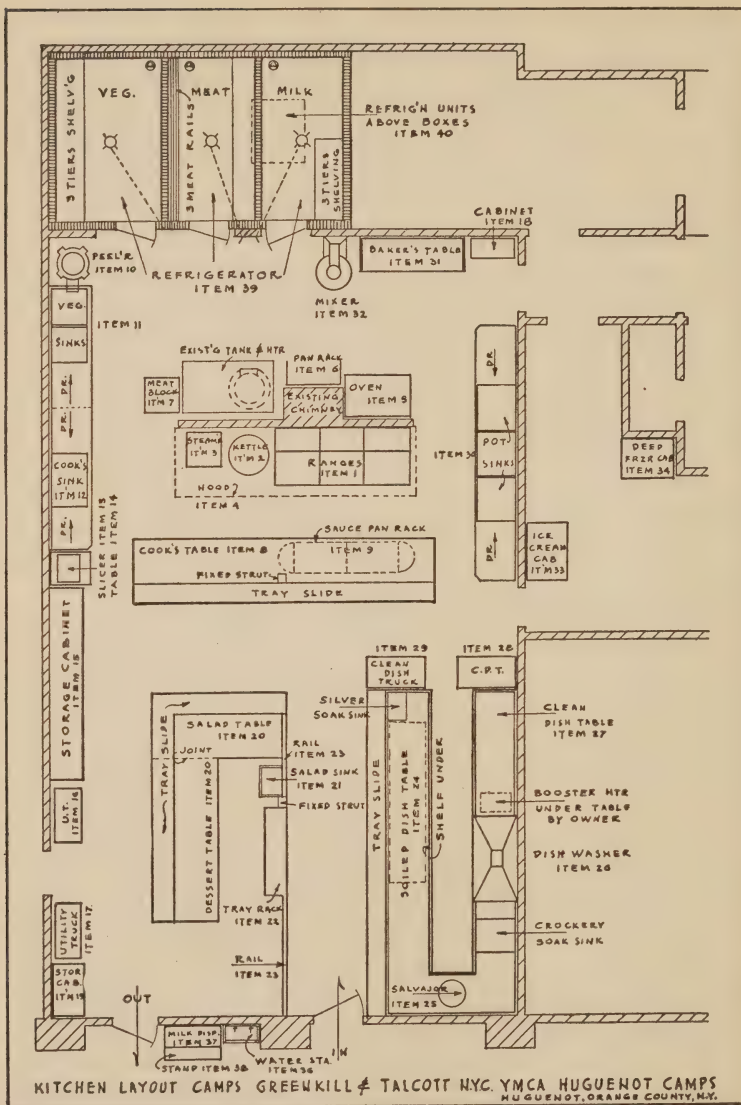
It is interesting to note that frequently campers manifest homesickness at the table. Different types of food have an association with home for some youngsters. This is likely to affect their appetite and create homesickness. One way to counteract this negative effect of food on the child is to make the meal hour an interesting and looked-forward-to event. In some camps successful results have been obtained by using the period between the courses or after dessert for group singing.

Campers sometimes are needlessly noisy at the table. It has

been found that serving boys at square or round tables rather than long tables has helped to cut noise almost 50 per cent. Where cost may prevent the elimination of long tables, it is advisable to have two sets of salt and pepper shakers, two plates of bread, two sugar bowls. This helps lessen the noise considerably, for the boys do not need to ask or shout for these essentials. A happy group of youngsters should be permitted to talk to one another at mealtimes and not be subjected to silence as some camps have attempted to do. If a camp director has observed the pathetic silence in a reform school dining room where conversation is not permitted, he would have greater tolerance for the noise that occurs in his own mess hall where large numbers of his free, healthy spirited American youth are partaking of their meals.

The kitchen should be constructed as a wing separate from the dining room, so that its only connection with the dining room is by corridors or separate doors, whereby all kitchen noises are at a minimum. Separate "in" and "out" doors should be definitely arranged. (See diagram on page 120.)

Perhaps one of the greatest and most justifiable criticisms of our camps has been the fact that boys arrive home with atrocious table manners. A large share of the responsibility for good table manners is placed upon the counselor of the cabin group, yet it should be recognized that this problem is also the director's problem and may be considerably lessened by good administrative practices. If the counselor eats his own meal before the campers, for example, he is therefore free to provide the necessary supervision of his seven or eight boys at the table. If it seems impracticable for the counselor to eat before or after the campers, and in most camps that is the case, the dining-room steward, dietitian, and several counselors should be assigned to dining-room duty to assist in the meal service and supervise table conduct, such as encouraging youngsters who have food prejudices to overcome them, helping to popularize new foods



which seem strange, and in general keeping the environment of the mealtime on a high and constructive level.

Many food prejudices are inherited from adults because of the disparaging remarks they often make about food. Unfavorable comments should always be avoided by the camp counselor, for children are inclined to agree with the adult viewpoint. If the counselor complains or refuses certain foods, how can a youngster be expected to relish his food? Because eating has a psychological as well as a physiological effect, the camp counselor should help a child to overcome acquired food aversions during this formative period.

Food is closely connected with the maintenance of health. The counselor should watch each one of his campers to ascertain the amount or degree of food consumption. A child who is listless and refuses to eat is usually sick or homesick, and his condition should be brought to the attention of the doctor immediately. However, there is a difference between being listless and being too particular. Many children are not adventurers at heart and refuse to taste a different or new type of food. The child's own physical make-up and food needs definitely influence the amount of food consumed. Every child should be led to eat something.

Although in most private camps special waiters are employed to serve on the table, organization camps still cling to the custom of having campers wait on the table. Although this is one of the responsibilities that is part of democratic training and one that most campers enjoy, it has distinct disadvantages. Many campers have never set a table before or carried trays of food. This lack of experience often makes it difficult for the youngster to find enough time to eat his own meal. Careful attention to this aspect of the food service needs to be given by the camp director and his dining-room staff. If a camper's turn comes only once in every seven days, the experience in doing for himself what has always been done for him is excellent training in democratic living. It helps the camper to appreciate his responsibility

for sharing in the common tasks of the camp experience. A child who does not have this privilege is missing much in the camp experience that trains him to be more self-reliant and independent.

The younger children, aged nine to eleven years, should sit nearest the serving counter. A dining-room wagon is of special value to this age group in clearing tables. Some additional help by older campers may be needed to help these campers in properly cleaning and caring for the table, benches, and chairs, in order to meet the necessary standards of sanitation.

Disciplining a camper by depriving him of certain foods, especially desserts, is no longer an acceptable practice in Y.M.C.A. camps. Camp menus are balanced, with every item in the diet included for a purpose.

The development of an adequate, balanced diet for a camp is relatively easy. To see that the food is eaten, that very little of it reaches the garbage can, is a major responsibility of the camp management. When a certain food is unpopular with a majority of campers, either the food is poorly prepared or a change in the menu is due. Sometimes merely changing the appearance (stew changed to meat pie, milk rice to rice and raisins) helps to make the item more appetizing and interesting.

Since food ranks so high in the estimation of the campers and parents and is such an important factor in the successful financial operation of a camping enterprise, a well-defined policy for its preparation and service needs to be worked out by the camp management. The layout, organization, and management of the kitchen and kitchen staff have a direct bearing on the successful operation of this aspect of the camp program.

Kitchen Layout and Staff Organization

Labor is one of the largest items of fixed expenditures in the food unit of camps. The steward or chef-steward, who is responsible for the results of all labor, in the buying, the preparation of the food, and the cleaning of the kitchen, should be the

one to estimate the labor needed as well as the food budget. The steward should work in co-operation with the director in interviewing and hiring of all kitchen employees.

Size of staff

In a camp of 250 to 350 capacity the following staff is required:

1. Chef-steward: qualified buyer, planner, and supervisor
2. Meat cook: experienced in the cooking of meats, butchering, carving, serving, etc.
3. Baker: experienced in the preparation of all breads, rolls, desserts, etc. He serves the desserts
4. Cook's helper: cooks vegetables, prepares salads, and serves
5. Kitchen man: washes all pots and pans and keeps kitchen clean at all times
6. Dishwashers: four persons if working campers or two if hired help

In a camp of 100 to 200 capacity the following staff is required:

1. Chef of all-round ability: does both baking and cooking, plans menus, and supervises buying done by business manager or director
2. Cook: assists chef in the preparation and the serving of foods
3. Kitchen man and two Dishwashers

In a camp of 100 persons or less the following staff is required:

1. Chef
2. Helper
3. Kitchen man
4. Two dishwashers

Kitchen equipment

Equipment for any camp should be selected by a person fully acquainted with the operation of a kitchen serving many meals a day, taking into consideration the floor space, number of persons being fed, type of service, type of fuel available, and type

of employees. Sound generalizations concerning equipment needs are difficult to formulate as each type of food service presents an individual problem.

The following list of the major kitchen equipment for a camp serving 300 people three meals a day is suggested:

Coffee urn	One, gas-fired, 5 gallons
Fryalator	One, gas-fired, 18 gallons with thermostats, and same height as range
Range	Four sections with ovens, griddle top, thermostat controls on ovens
Hood	One over range to absorb smoke and odors
Meat slicer	One, electrically operated
Dishwashing machine	One, capacity 1,500 to 2,000 items per hour
Oven	Two-decked: capacity 80 one-pound loaves, gas cabinet type, separate heating unit for each deck, thermostat controls
Mixing machine ...	One, 40 to 80 quart with bowls and appurtenances
Refrigerator	One, walk-in type, electrically operated, allowing 1.5 to 2 cubic feet per person served each day. Box should be built in wall with rounded corners, 5 inch to 6 inch insulation, fitted with locks, removable slotted shelves, and door-controlled lighting. Installation should be by representative trained by firm where refrigeration system is purchased
Serving tables	Built according to space available
Sinks	One (metal) for pot and pan washing; one (metal) for preparation of vegetables
Broiler and griddle	One, 18 inch by 36 inch, gas-fired
Vegetable peeler	One, 30-pound capacity
Proof box	For proofing bread and rolls
Bun divider	One, stand or bench type
Hot-water heater ..	One, either gas or gun-type oil burner, fully automatic, with 500-gallon hot-water tank assuring an adequate supply of hot water
Storeroom	Sufficient storage space for four weeks' supply of canned goods and dry groceries, easily accessible to kitchen and bakeshop

Supervision of kitchen staff

All members of the kitchen staff should be under the direct supervision of chef or steward.

All food handlers should have health certificate issued by state board of health.

All food handlers should always be clean shaven, with hands and nails clean, and be provided with a clean uniform each day by the camp. Provision should be made to have proper and comfortable quarters for the kitchen staff.

There should be a weekly inspection of food handlers by the camp doctor.

There should be a daily inspection of dining hall, kitchen, ice boxes, and garbage house by the camp doctor.

There should be available in the kitchen decent toilet provisions and washing facilities consisting of clean washbowls with hot and cold water, soap, and paper towels. A shower should be installed near the kitchen staff's quarters.

Food control

A record of all purchases made by the steward should be kept in a purchase order book, and a perpetual inventory should be kept on file cards showing what and when delivered, company purchased from, costs per dozen and per item. Such a record should show amounts withdrawn and amounts on hand, thus giving at a glance the condition of the storeroom.

All goods delivered should be checked with the purchase order and inspected as to weight and condition, purchase price, etc. All bills should be approved by the steward before being paid.

The steward should issue all food to cooks and bakers, keeping a record on the perpetual inventory file cards.

A physical inventory should be taken once a week or every two weeks, thus serving as a check on the stock. Food costs should be figured on a weekly or a half-month basis, thus giving the steward an over-all picture of costs.

The chef or steward should standardize his recipes, using a card system giving the number and the size of portions from a given recipe, the cost of each unit, and the total cost. These cards are helpful to a camp where costs must be carefully con-

trolled. This shows at once whether a given dish is within the available budget.

Development of balanced menu:³

One of the requisites of a successful camp is a well-balanced menu, always bearing in mind the needs of growing boys. Proper menu planning is not difficult if the following basic principles are followed:

1. Keep in mind the type of people being served, i.e., adults, boys, or girls.
2. Follow dietetic principles for a well-balanced meal.
3. Maintain variety in foods, introducing new foods with the well-liked favorites. Stimulate anticipation for one new food each week by posting the weekly menu for all to see.
4. Keep in mind such factors as weather, seasons, holidays, and special events.
5. Recognize the limitations of your equipment, personnel, budget, leftover foods to be used, and the type of service.

The dining room

Service of food: Serve uniform portions arranged attractively. Use standard recipes and care in preparation of food, so that products are always uniformly good. Lumpy white sauce or gravy, oversalted soup, watery vegetables, and warm salads do not have appetite appeal. Serve hot dishes hot, and cold dishes cold. Family style service is the most satisfactory in camps.

Control of waiters: A mature counselor should be appointed as dining-room steward or headwaiter and be held responsible to the chef or steward for the conduct and the appearance of the waiters. Waiters should be required to wash hands just prior to handling dishes and food. No camper with slight cold, evidence of a "running nose" should be permitted to wait on table. The duty of a headwaiter is to assign details to keep the dining room clean: such jobs as sweeping and washing windows. These details are done by groups of waiters or cabin groups in rota-

³ See sample menu on pages 128-132.

tion, and these groups are supervised by the steward or cabin counselor, being dismissed by the headwaiter when the job is done.

It is best to have campers wait on tables with a helper, using the rotation system so as to give each camper a chance to wait on table. This gives even the youngest campers experience and self-confidence that many need at this age. This system leaves the counselor and junior counselor at the table at all times. At a given signal from the headwaiter, all waiters go to the kitchen as a group and return with the food. At the end of the meal the proper dishes, in the right order, are removed at a signal from the headwaiter, thus eliminating confusion in the dish room. The waiter and helper at each table remain after the dining hall is dismissed to clean tables and reset for the next meal. This system can be made to work almost to perfection by educating the counselors at staff meetings before camp opens.

Elimination of noise: It is important that the dining room of a camp be reasonably quiet, but this may be difficult where camp dining halls do not have ceilings of sound-absorbing materials. In this case the reduction of noise to a minimum is necessary. This can be done by having absolute co-operation between the director and his counselors in keeping a quiet and congenial homelike atmosphere at the table. This is simply a matter of good leadership. The volume of noise produced through the accumulated sounds of a busy kitchen can be reduced only by control of personnel and in having their full co-operation, and by the use of sound-absorbing materials in walls, ceilings, and floor construction.

Esthetic values: Cleanliness cannot be overdone in the dining room, and frequent checks on the dining-room steward should be made by the director or medical department. The dining room should be attractive and cheery, have plenty of light, proper decorations, flags, mottos on the beams, etc., with the thought ever in mind to contribute to the sense of well-being and repose of those being served; otherwise dining is degraded

to feeding and an atmosphere is created that is distasteful to persons of refinement.

Providing Food for the Infirmary

As each camp infirmary is equipped with some arrangement for special diets, food should be issued as required. A requisition is signed by the nurse and food is issued by the steward and charged to the infirmary. Regular meals should be sent to the infirmary in a food carrier (U.S. Navy type Wear-ever). This unit includes five one-quart pans in a frame. Each type of food should be packed separately so as to be served attractively.

Food for Hikes

Good planning is three quarters of a good outdoor meal and must be well done. The steward should plan a meal that will satisfy nutritionally. Pasteurized milk should be kept in a thermos or kept in cool running water. Water should be boiled and cooled before drinking. A menu with food, utensils, and instructions for proper preparation should be issued by the steward or commissary.

CAMP MENU SUGGESTIONS FOR TWO-WEEK CYCLE

Breakfast 8:15 a.m.

Dinner 12:30 p.m.

Supper 6:00 p.m.

SATURDAY

Cut oranges
Cream of Wheat
Rolls and butter, jam
Cocoa or milk

Swiss steak
Mashed potatoes
Succotash
Rye bread and butter
Spice cake with sauce
Milk

Cold ham and potato salad
Raisin bread and apple butter
Pears
Milk or Ovaltine

SUNDAY

Prunes
Puffed rice
Bacon and eggs
Biscuits and butter
Cocoa or milk

Leg of lamb
Browned potatoes
Carrots and peas
Tomato and lettuce
Vienna loaf and butter
Ice cream

Tuna fish salad
Sliced cold beets
Cracked wheat bread and butter
Watermelon
Milk or Ovaltine

*Breakfast 8:15 a.m.**Dinner 12:30 p.m.**Supper 6:00 p.m.*

MONDAY Bananas Corn Flakes Boiled eggs Toast and butter Cocoa or milk	Goulash Noodles String beans Rye bread and butter Rhubarb pie Milk	(Outdoor Supper) Jam sandwich Cream cheese sandwich Piece of fruit Potato chips Marshmallows Milk and cookies (after return to camp)
TUESDAY Grapefruit Puffed wheat French toast Cocoa or milk	Frankfurters and sauer- kraut Boiled potatoes Whole wheat bread and butter Brown Betty pudding	Spaghetti and tomatoes Raisin bread and jam Plums Milk or Ovaltine
WEDNESDAY Stewed apricots Oatmeal Sugar buns Cocoa or milk	Virginia ham Candied sweet potatoes Corn on the cob Chocolate pudding Milk	Vegetable soup Tomatoes and lettuce and cheese Cake Milk or Ovaltine
THURSDAY Applesauce Shredded wheat Scrambled eggs Toast and butter Cocoa or milk	Beef stew Peas, carrots and pota- toes Cracked wheat bread Cherry pie Milk	Fried hominy with maple syrup Pineapple salad White bread and butter Cookies Milk or Ovaltine
FRIDAY Cut oranges Corn flakes Buckwheat cakes Cocoa or milk	Fresh halibut or codfish cakes Macaroni and tomatoes Rye bread and butter Fruit Jello Milk	Baked beans with chili sauce Rolls and butter Fruit cup and graham crackers Milk or Ovaltine
SATURDAY Prunes Corn Flakes Eggs, sunnyside up White bread and butter Cocoa or milk	Corned beef and cab- bage Boiled potatoes Rye bread and butter Rice pudding Milk	Potato and egg salad Cheese and crackers Cracked wheat bread and butter Baked apple Milk or Ovaltine

*Breakfast 8:15 a.m.**Dinner 12:30 p.m.**Supper 6:00 p.m.*

SUNDAY Cantaloupe Puffed rice Bacon and eggs Coffee ring Cocoa or milk	Roast beef Browned potatoes and beets Tomato and lettuce salad Cracked wheat bread and butter Ice cream Milk	Creamed chipped beef on toast Cole slaw Rolls and butter Peaches Milk or Ovaltine
MONDAY Bananas Wheatena Bacon Rolls and jam Cocoa or milk	Meat pie, lima beans Potatoes, onions White bread and butter Blueberry pie Milk	(Outdoor Supper) Wiener roast or kabob, or barbecue or same as preceding Monday Milk and cookies (after return to camp)
TUESDAY Fresh berries Oatmeal Muffins and butter Cocoa or milk	Mashed potatoes Shoulder of lamb, creamed cabbage Whole wheat bread and butter Apple Dumpling Milk	Baked macaroni and cheese Salad, wheat bread and butter Jello Milk or Ovaltine
WEDNESDAY Oranges Wheaties Scrambled eggs Buttered toast Cocoa or milk	Pot roast Dumplings or boiled potatoes Peas Rye bread and butter Gingerbread Milk	Split pea soup or lentil soup Corn fritters Raisin bread and butter Jam Milk or Ovaltine
THURSDAY Cut plums Rice Krispies Wheat cakes Cocoa or milk	Hamburger loaf Baked potatoes Spinach or kale Rye bread and butter Cornstarch pudding Milk	Milk rice and cinnamon Cheese and crackers Fruit salad Cookies Milk or Ovaltine

Breakfast 8:15 a.m.

Dinner 12:30 p.m.

Supper 6:00 p.m.

FRIDAY		
Rhubarb	Chicken or tomato soup	(Banquet) ⁴
Corn meal or Pep	Pear and peanut salad	Chicken a la king or
Boiled eggs	Raisin bread and jelly	creamed salmon or
Biscuits	Milk	roast turkey
Cocoa or milk	Bar of candy	Asparagus tips
		French fried potatoes
		Celery and olives
		Vienna loaf
		Apple pie or ice cream
		Milk or Ovaltine

OTHER MENU SUGGESTIONS

<i>Dinner Entrees</i>	<i>Salads for Suppers</i>	<i>Desserts</i>
Shepherd's meat pie	Sliced apple salad	Deep dish apple cake
Frizzled ham with noodles	Potato and egg salad	Blueberry tarts
Liver and onions	Pear salad	Cherry pie
Veal	Waldorf salad (apple and celery)	Cinnamon buns
Salmon croquettes		Cornstarch pudding (soft custard)
Creamed ham and eggs on toast	<i>Other Suppers</i>	Lemon snow
Chow mein	Escalloped tomatoes, baked potatoes	
Roast turkey	Vegetable combina- tion	
<i>Soups</i>	Rice creole	
Lentil soup	Spanish rice and bacon	
Scotch broth	Cheese in various forms	
Corn soup	Pineapple fritters	
Cream tomato soup	Apple fritters	
Clam chowder		
Cream asparagus soup		

A SAMPLE MENU FOR AN OVERNIGHT HIKE FOR SIX PERSONS⁵

<i>Menu</i>	<i>Preparation</i>	<i>Food</i>	<i>Utensils</i>
SUPPER			
Tomacri	Boil 2 cups of macaroni	½ lb. cheese	Nested
Crackers	in 1½ qts. of water.	½ lb. butter	kettles
Pineapple	Cut ½ lb. of cheese in-	2 cups macaroni	Spoon

⁴ Since most Y.M.C.A. camps serve short-term campers, those who spend two or four weeks at camp should have benefit of banquet program.

⁵ The packing of food for hikes should properly be done by the campcraft counselor.

Menu	Preparation	Food	Utensils
SUPPER			
Cookies	to small pieces. Add to one can of tomato soup. Allow to cook until cheese is melted, add macaroni to cheese and tomato	1 can tomato soup Salt 2 doz. crackers 2 doz. cookies 1 can pineapple	Matches Can opener Napkins Mess kits
BREAKFAST			
Oranges Oatmeal Bread Cocoa Bacon-egg Marmalade	Oatmeal: Boil 1½ qts. water, add 1 cup of oatmeal, pinch salt, till thick. Cocoa: mix 1 tablespoon cocoa with 1 tablespoon sugar with 1 cup of water and simmer. For each add one cup of milk. Fry bacon until crisp, then egg	2 cups oatmeal 6 oranges 1 bread 1 cup cocoa 1 cup sugar 3 cans evap. milk ½ lb. marmalade 2 strips bacon each Egg each	Same as above

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Staff Selection, Training, and Supervision

CAMP LEADERSHIP is the key to a satisfying experience for campers. The quality of this experience will depend entirely on the type of leadership provided, for there is a close relationship between the quality of a counselor and the outcomes in the life of a camper. It is important, therefore, that the management of each Y.M.C.A. camp be critical of its procedures in the recruitment, training, supervision, and recognition of camp counselors and staff persons, for these processes set the quality of leadership. The nature of the job and the peculiar functions of camp leadership determine the qualifications that are needed, the sources from which such persons are most likely to be secured, and the methods or processes for their selection.

The leader is a genuine member of the group, not someone outside of it, or imposed upon it, as is so frequently the case in school and church. A leader must be recognized by the members of the group as a person who has both the desire and the ability to help them to achieve their purposes and satisfy their desires. The most important and most difficult task of the leader is to enlarge the boys' range of interests, to stimulate in them new purposes, to be a means of refining their attitudes and of building new habits. He is the medium for relating the boy with his immediate needs and desires to the experience, knowledge, and life of the wider human group. His relation to the boy is not one of authority, but of genuine co-operation. The strength of the counselor's leadership resides in his power to satisfy desires and to create new desires in the members of his group. To the de-

gree that he is instrumental in increasing the boys' sense of achievement and satisfaction, his rapport with the group members is established.¹

To expect all of these insights and skill in one person is setting the highest standard for camp leadership. Yet these are the standards that good camp administration must uphold. An acceptance of them will require that a Y.M.C.A. camp, a) improve its recruitment processes, b) step up its training and supervision, c) give more effective recognition to counselors and staff members.

Qualifications of Camp Leaders

An inquiry directed to thirty-five Y.M.C.A. camps in various parts of the country revealed the following eight important qualifications (in order of their importance) as the basis for staff recruiting.

1. Some previous camp experience
2. At least second-year college student
3. Appreciation of Y.M.C.A. philosophy and purpose
4. Interest and ability in working with boys
5. Emotional maturity
6. Some special camp skills
7. Experience in boys' work
8. Ability to fit into staff group

In every reply the director gave highest priority to those qualities which indicate emotional maturity and responsibility. In each case the possession of skill or advanced knowledge concerning the activity for which the counselor was especially engaged was ranked fifth or sixth in the list of essential qualities.

Sources of Camp Leaders

Y.M.C.A. camps generally have drawn their leaders from colleges and universities with some regard for their academic train-

¹ Hedley S. Dimock and Charles E. Hendry, *Camping and Character* (New York, Association Press, 1939), pp. 207, 208.

ing and educational skills, but primarily for their personality qualities, camp craft skills, and ability to adjust to camp life. Most camps have depended upon a nucleus of leaders that have returned to the camp from year to year and whose camp leadership skill has developed as a result of the training processes and experience.

The most productive sources of leadership that have been indicated by Y.M.C.A. camp directors themselves include:

1. Former campers
2. College and university students
3. "Y" club leaders and part-time staff
4. Teachers and graduate students
5. Students recommended by former leaders
6. Laymen on vacation
7. Ministers
8. Parents

Former campers, students, "Y" club leaders, teachers, and parents provide the most fruitful sources. The greatest proportion of the leadership will necessarily be drawn from the colleges and those professions that permit persons to take time off during the camp season.

It is significant that club leaders engaged in a year-round program, as well as parents, are increasing as sources of camp leadership. Greater use of these persons should tend to improve camp leadership and relate the experience of campers more closely to their year-round program of activities.

The camp itself should be a major source for developing camp leadership. This immediately places the responsibility for a definite and improved training program upon the camp director. The counselor-in-training plan and its implication will be considered further in this section on training.

Some camps have adapted a policy of selecting their leadership from a cross section of students who are preparing for various professions. Although a student may not be preparing for a profession in the field of education or informal education,

he may often have the personality and character qualities necessary for successful leadership. With the right kind of training he may gain the educational skill required for work with children. Students in colleges of engineering, law, medicine, and business are sought in addition to those from schools of education and social science.

Selection of Camp Leaders

The leadership requirements of different campers vary according to the type of program, age of campers, camp location, standards, funds available, staff turnover, and many other considerations, but the procedure for meeting these needs will be quite similar in all camps.

The following practices are generally accepted as part of the procedure in the selection of camp leaders.

1. Application form filled out by prospective leader
2. Qualifications of applicant reviewed by a committee of staff and lay persons
3. Prospective leader interviewed by director
4. Prospective leader interviewed by additional staff member or camp committeeman
5. References required and followed up
6. A written contract or agreement signed by camp director and leader

The use of an application form would seem to be essential. Properly used this instrument can play an important role in the selection of leadership. Application forms may vary, but all should include basic information regarding the individual's background, age, education, skills, life philosophy, and experience. In addition to asking for this basic information, some camps have devoted a page to discovering the degree of interest, participation, and experience of the applicant for a wide range of activities. Another page lists typical problem situations which may arise in camp. The applicant is asked in each case to state how he would deal with the situation.

STAFF APPLICATION

NEW YORK CITY
Y.M.C.A. CAMPS

TALCOTT	GREENKILL	CUSTER
Boys 8-10	Boys 11-16	Boys 9-13

Date _____

ATTACH PHOTO HERE

A Snapshot Will Do.

_____ Last name	_____ First name	_____ Middle name
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_____ Birth place	_____ Birth date	_____ Age
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_____ Height	_____ Weight
-----------------	-----------------

School or Business Address_____
Permanent Home Address

_____ Permanent Home Phone				_____ Business or other phone			
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1	2	3	4	1	2	3	4	1	2	3
_____ High School				_____ College				_____ Post Graduate		

Circle number above indicating education you will have completed by close of current school year. Name schools attended.

Present Occupation_____
Name and address of Employer or Supervisor. If in School, give name of Dean or Principal._____
What is your present status in regard to the armed services? If veteran, rank at time of discharge._____
Give a resume of your extra curricular activities in school_____
List camping experience as camper, and as leader_____
Other group leadership training and experience

_____ Religion—Church Membership	_____ Name and address of pastor
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List any special training or experience which you have had that would be useful in camp.

TALCOTT	GREENKILL	CUSTER
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_____ Check which camp you prefer	_____ What remuneration besides maintenance do you require?
--------------------------------------	--

Our Camps are conducted in accord with the stated purpose of the Y. M. C. A. of the City of New York, which is as follows:

"To help young people develop Christian character and to aid them in building a Christian Society, by the maintenance of such activities and services as contribute to their physical, social, mental and spiritual growth, and by such other means as may conduce to the accomplishment of this Purpose."
If after reading this introductory note, you are interested, kindly provide the information requested herein.

The counsellor's responsibility in such a camp is serious and exacting. His rewards are found largely in the satisfaction of a job well done, and in the personal growth and development that goes with it. Your signature below indicates your sympathy with the purpose stated above and your willingness to give your best efforts and ability in achieving it.

Signature

Return this application when completed to
RALPH D. ROEHM, Executive Director, Camp & Outing Branch, Y.M.C.A. of the City of New York
Suite 915—420 Lexington Avenue, New York 17, N. Y.

Here follow some typical situations which arise at camp. Describe how you would deal with each case if you were the counsellor. (Use a separate sheet if necessary)

1. Although Roger, 8, has been at camp for more than a week, he is still very homesick. You know that he is interested in several activities but he spends all his time moping around the cabin.
2. Five of the nine-year-olds in your cabin have built a hut in the woods near camp. They ask permission to sleep in it and insist that they have sufficient bedding though you think they will not be able to keep warm.
3. Dick wets the bed almost every night the first week of camp. His doctor thinks that he can overcome the habit, but in the meantime, the other boys in the cabin are making him very unhappy, and perhaps causing more difficulty by teasing him. It is very unpleasant to you and to the rest of the boys to have a wet and odorous bunk in the cabin every morning.
4. A mother discovers that her son is in the cabin with a Jewish boy. She demands that the boy be moved to another cabin.
5. Ernest, 16, has been made aide in your cabin because of certain outstanding qualities of leadership which he possesses. He does well for a few weeks, but begins to feel the importance of his position and tends to lord it over the younger boys in his cabin. He takes pleasure in reminding them of his position and the special privileges which it brings.

Last Name	First Name	Middle Name	Age
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Use the following numbers—

1. Do not know much about it, but definitely interested and would like to assist and learn what I can.
2. Have had some experience as participant.
3. Considerable experience and skill.
4. Some leadership or teaching experience.
5. Considerable skill and experience in leading or teaching.

to indicate your interest, training and ability in the activities listed below:

Airplane Models	Football	Museum Work	Signalling
Archery	Forestry	Nature Collections	Singing Alone
Badminton	Gardening	Nature Lore:	Singing in Glee Club or Quartet
Baseball	Geology	Animal Life	Stenography
Basketball	Group Games	Bird Life	Storekeeper
Basketry	Gymnastics	Plant Life	Sketching
Boat Models	Handicraft	Outdoor Cooking	Soccer
Boating	Hiking	Outpost Camping	Star Lore
Bookkeeping	Indiancraft	Office Work (General)	Story Reading
Bugler	Indian Lore	Photography	Story Telling
Camp Craft	Leading Glee Club	Photography—Printing and	Swimming
Camp Paper	Leading Orchestra	Developing	Swimming Instruction
Chauffeur	Leading Singing	Playing Musical Instrument	Tennis
Circus	Leathercraft	What Instrument?	Track and Field
Clay Modelling	Library Work		Treasure Hunts
Conducting Religious Services	Life Saving Corps	Playing in Orchestra	Typewriting
Canoeing	Maintenance Work	Personnel Work	Volley Ball
Dining Room Steward	Mapping	Puppetry	Water Sports
Diving	Mechanics	Purchasing	Woodcarving
Dramatics	Metal Craft	Rainy Day Program	Woodturning
Fire Department	Minstrel Shows	Scouting	
First Aid Instruction	Motion Picture Projection	Stagecraft	

Do you have Red Cross, Y. M. C. A., or Scout Certificate in Life Saving? If so, state type of certificate, date earned, and expiration date.

List other special qualifications not covered above:

List below three people who know you and can give us a definite statement as to your character, ability, and work habits.

1.	_____	_____
	Name	Address
	_____	_____
	Position	How long and in what connection known
2.	_____	_____
	Name	Address
	_____	_____
	Position	How long and in what connection known
3.	_____	_____
	Name	Address
	_____	_____
	Position	How long and in what connection known

Do not write below this line

Date _____

Notes _____

AGREEMENT

Application received _____

Date _____

References written _____

Assignments: _____

Replies Received:

1st _____

2nd _____

3rd _____

Contract Mailed _____

Contract Received _____

Interviewed by _____ Date _____

The camp director now has the necessary information about the prospective leader's personal rating, experience, and specific skills. He then uses this information as the basis of the second most important step in the selection process and that is the interview between the applicant and himself.

Fundamentally, the interview is a method of personality measurement or diagnosis. The camp director needs to understand and know how to use the techniques of good personnel counseling in this interview. The setting for the interview should make for a free and friendly atmosphere. The prospective leader should be made to feel at ease in order that he will talk without restraint. The camp director needs to have some well-defined questions in his mind that will elicit information about the applicant's understanding of boy behavior, his sensitivity, his concern for betterment of social conditions, his religious philosophy, his experience in handling groups, and his experience in outdoor living. As a result of this interview the camp director should be able to make some judgments about the emotional maturity of the applicant, and his ability to handle the responsibilities of a camp leader's job.

The use of a reference blank as a means of refining these judgments would seem to be a further precaution in the selection of camp leadership, particularly in situations in which the camp director, staff, or committee has had no previous knowledge or contact with the applicant. A reference form that is available through Association Press, 347 Madison Avenue, has been helpful to many camp directors (pp. 142-3).

A committee, composed of staff or committee members or both, to review qualifications of prospective leaders is often used in the selection of leaders. The judgment of several persons is better than relying on the sole judgment of the director, and it is an excellent means of developing an awareness of leadership needs and qualifications on the part of committee members and staff.

- ☐ Carries out his principles and convictions constantly and boldly even in face of obstacles.
- ☐ Acts according to his convictions under normal circumstances.
- ☐ Fails to carry out his convictions under adverse circumstances.

How well does he apply attention, energy, and persistence in following a job through?

- ☐ Needs much prodding to complete work.
- ☐ Rather indifferent; does not finish job.
- ☐ Completes assigned tasks of his own accord.
- ☐ Industrious, energetic; dependable at all times.
- ☐ Unusual perseverance; does more than expected.

How well does he control his emotions?

- ☐ Unusual balance of responsiveness and control.
- ☐ Well-balanced.
- ☐ Usually well-balanced.
- ☐ Tends to be unresponsive.
- ☐ Unresponsive; apathetic.
- ☐ Tends to be over-emotional.
- ☐ Too easily depressed, irritated or elated.

NARRATIVE REPORT

DIRECTIONS: Please state briefly what you know of the applicant with regard to the following items of information. If you do not know of the applicant's behavior as it applies to any one of the items, so state:

LOYALTY: (In addition to loyalty to his country, summarize his loyalty to friends, church, schools, organizations, etc.)

NATURE OF ASSOCIATES: (Describe briefly the types of people with whom he habitually associates)

MEMBERSHIP IN ORGANIZATION: (Mention types of organizations to which he belongs, if known)

IMPRESSIONS OF SUITABILITY FOR SERVICE AS CAMP COUNSELOR: (On the basis of what you know of the applicant, would you be willing to have one of your children under his supervision for a period of two or more weeks in a camp situation? If not, why not?).....

OTHER INFORMATION: (Include here any information that you deem pertinent, which has not been asked above, such as responsibility, honesty, neatness, etc.)

ARE YOU RELATED TO THE APPLICANT? Yes ☐ No ☐ If so, state relationship.....

HOW LONG HAVE YOU KNOWN THE APPLICANT?

Since your answers to the foregoing items will have direct bearing upon the selection of this candidate, please immediately return this form to:

NAME

ADDRESS

CITY AND STATE.....

EMPLOYED BY

POSITION

Some camp directors have found it helped in the selection process to have prospective leaders interviewed by certain members of the staff or camp committee. This procedure presupposes that the persons acting as interviewers are skilled in counseling techniques.

After a leader has been selected, a written description of his job should be furnished him and some time spent by the director in interpreting his responsibilities to him. Frequently this job description is in the form of a written contract signed by both the director and the applicant.

Several methods may be used in developing job description. In some cases the camp director, out of his own experience, lists the specific functions for each staff position and incorporates these relevant lists into each contract. These descriptions should be revised from year to year.

Specific job descriptions are developed around the needs of each leadership position, *i.e.* water-front director, program director, dramatic counselor, handicraft director, etc. The following outline suggests the content of such a statement.

1. Statement of the position and personnel involved
2. Analysis of duties in camp, including organization and responsibilities
3. Statement of plans and the preparation which should precede camp
4. If supplies are involved, an inventory of:
 - a. Supplies at end of camp
 - b. Supplies needed for the opening of camp

This document becomes part of the process of supervision by the camp director. By clearly outlining a staff person's responsibilities, it prevents misunderstanding as the camp season proceeds. It makes it possible for a staff person to understand what is expected of him by the management and for the camp director to check performance. A simple job description incorporated into a contract is shown on page 145.

JOB DESCRIPTION AND LEADERSHIP CONTRACT

Terms of agreement made this _____ day of _____ 194____
by and between _____ and _____ for
leadership service during the season of _____ beginning _____
and ending _____. It is understood that leadership duties include
both general and special duties as follows:

GENERAL

That he shall live with and have charge of a cabin group of seven boys; be responsible for this group in routine camp duties; maintain discipline and proper deportment on all occasions and in all buildings; and assist, so far as special ability permits, in the various camp functions. Counselors, like campers, will be given ROUTINE medical treatment in the camp infirmary. Special medication will be paid for by the counselor, not the camp. It is recommended that all counselors carry the health and accident insurance policy at fifty cents per week. (Full information on request.) Workmen's Compensation Insurance, as required by State law, is carried for every counselor by the camp. The camp also carries a public liability policy and liability to coverage on all camp cars engaged in camp business.

SPECIAL

The special camp duties assigned to the leader above named are:

REMUNERATION

In consideration of the faithful and loyal performance of the above-mentioned general and special duties by the leader above named, Camp _____ agrees to pay him for his services as follows: _____ \$_____.

* Camp _____ reserves the right to cancel this contract should governmental action or other circumstances make camp operation impossible or unwise.*

Accepted in all above terms.

SIGNED _____ Leader

_____ Director

In addition to specific responsibilities as indicated, there should be a statement on general responsibilities that may be part of every counselor's position. This becomes a part of the camp leadership policy.

RESPONSIBILITIES OF EVERY CAMP STAFF MEMBER

- I. In work and in personal conduct earnestly strive to carry out the basic purpose of the Young Men's Christian Association
- II. Give primary consideration to the health and well-being of everyone in camp, *particularly the campers*
- III. Each counselor is free from responsibility two or three hours each day and has one day off duty each week
- IV. Capitalize every opportunity to make each phase of the camp program contribute to the *essential unity of our camp life*
 - A. Co-operate with other staff members in fulfilling their specific responsibility
 1. Cabin counselors should assist skill instructors and program leadership in leading special activities
 2. Staff specialists should enter into the cabin group life, visiting cabins to talk with individual groups and to check on progress and adjustment of individual campers
 - B. Participate in all camp-wide functions and activities:
 1. Chapel services
 2. Campfires
 3. Reception of visitors
 4. Camp improvement
 5. Camp clean-up work
 6. Water-front supervision and leadership
- V. Share in creating and maintaining morale among campers and staff
 - A. Be cheerful at all times
 - B. Give attention to personal neatness and cleanliness
 1. Take pride in appearance of clothing
 2. Shave daily if necessary
 3. Keep bed and bedding clean and in order
 4. Observe neatness and care in hanging clothes, etc.
 - C. Be prompt in attendance at camp activities
 1. On time for meals
 2. On time at scheduled meetings
 - D. Abide by necessary regulations
 1. No swimming after dark or without a lifeguard supervising
 - E. Be careful and prompt in completion of required records
 1. Complete and turn in on time all records relating to the campers under your supervision
 2. Keep accurate account of money, supplies and equipment placed in your care

The Training and Supervision of Camp Leaders

The training of camp leaders begins with the first interview and continues through the months preceding and including the camp season. This process includes *preseason*, *precamp*, and *in-camp training and supervision*.

Preseason training

If at all possible, camp leaders should be selected as early as possible in the year so that a program of training can be carried on throughout the winter and spring. New counselors should be furnished with information about the philosophy, standards, and traditions of the camp.

Where it is possible for leaders to get together regularly, the camp director may conduct a series of meetings throughout the winter and spring for training purposes. Such training should include discussions of the philosophy of camping, objectives of the particular camp and program methods and ideas.

With camping conferences and institutes being conducted increasingly by sections of the American Camping Association, schools, councils of social agencies, and other organizations, it is well for a camp director to investigate the opportunity for training afforded in his section of the country and to relate as many of his staff to these training opportunities as possible.

An important device used by some camps for preseason training is the leader's bulletin or counselor's log. This has been most widely used by camp directors unable to get their leaders together before the camp season opens. It is customary to send out from six to ten issues during the months preceding the opening of the camp. These bulletins describe the new developments in the camp, helpful hints on group leadership, program aids, and suggested resources. The log may be developed each year by a staff committee. Each leader is requested to criticize each issue and to make suggestions for the subsequent issues. Such a bulletin becomes a flexible but basic manual.

Although many directors send their leaders reading and study

lists, there is some question as to the value of this as a training device. Best success would seem to be attained when the camp director calls attention of a particular leader to specific articles. The *Camping Magazine* is frequently used in this way.

Actual leadership of club and class groups in a city setting is another kind of experience which contributes to the training of an individual for leadership in the summer camp. Any leader with a responsibility for boys in church, school, Y.M.C.A., or other agency during the winter season will be better qualified for the job of a camp counselor.

Wherever it is possible, both prospective and returning leaders should be encouraged to take courses relating to the field of camping in their colleges and universities. Courses in sociology, psychology, physical education, recreation, physical sciences, and education are all helpful in developing leadership skills.

As part of the preseason training process there should be as many individual conferences as possible with director, program director, and other staff members. These conferences may be regularly scheduled for leaders that are within the city. For those leaders that are out of the city, conferences may be held during the vacation periods or on visits by the director.

Precamp training

The precamp training conference held at camp from two days to a week before the arrival of the first camper is highly important in that it focuses attention upon matters of immediate concern, *e.g.*, staff persons getting acquainted with one another, with the camp layout and equipment, objectives and aims, policies and program, camp regulations, business practices, and camp traditions. This is the conference in which much of the specific planning for the camp season is done.

The following subjects indicate the range of interests that should go into this training period:

1. Objectives, philosophy, and tradition
2. Study of individual needs of campers revealed through parent information blanks

3. Review of camp counselor's manual
4. Instruction in campcraft and hiking skills
5. Demonstration overnight camping experience
6. Case study of behavior problems of previous season
7. Worship service prepared by different counselor for each day
8. Discussion of general plans for special events throughout the season
9. Use of resource persons in discussion of camper needs and objectives
10. Special reports by leaders on assigned reading
11. Discussion of special areas of interest, *e.g.*, handicraft, nature, archery, waterfront, etc., with emphasis on camper participation and growth of interest
12. Development of commissions around definite camp problems, *e.g.*, health, religion, program, etc. These commissions to be chaired by and composed of camp leaders and to function throughout the summer
13. Development of daily schedule and decision on camp regulations
14. Health and safety problems

Several precautions should be noted in developing the program for the precamp training period. First, there should be ample time for the coverage of all the necessary topics without overloading or tiring the staff. This may mean that the period should not be less than three days, and if possible, five to six days in length. Sufficient time each day should be allocated to sessions, work periods, and recreation. The work period provides an opportunity for the staff to become better acquainted and to adjust to one another for a summer in which the sharing of responsibilities is so important to camp morale. However, care should be exercised to prevent the precamp training period from becoming just a period for getting the camp in physical condition for the reception of the campers. Training sessions should be limited to an hour and a half in length and scheduled in the morning, afternoon, and evening. Adequate free time in the afternoon should be allowed for recreation. It is important that

the training sessions do not attempt to cover too much; allow ample time for complete discussion of a problem or situation.

The precamp training program should provide for all staff members to participate in the discussions and presentations. The use of committees and commissions will make such participation possible.

The precamp training period is the psychological keying-up for the "kick-off" of the camp season. It should give each leader a sense of the responsibility and importance of the task ahead, the character or personality growth of each individual camper.

In-camp training

Skillful camp leaders are developed through actual practice of leadership in the camp situation and through a carefully thought-out plan of guidance provided by the camp management. This is technically called supervision. Dimock defines supervision as "the lubricant of good relationship in the camp staff." It is important that camp staffs work under conditions that will release their enthusiasm and creative abilities.

The more essential features of the in-camp training and supervision program may be classified under the following headings:

1. Practice in leadership under supervision
2. Development of skill in the use of devices for the observation and analysis of the boys' behavior, needs, and interests
3. Provision for frequent conference with supervisors
4. Creative use of staff meetings

A minimum in-service training program for Y.M.C.A. camps would seem to be:

1. Daily staff meetings
2. Weekly training sessions
3. Appointment of staff committees and commissions on various camp problems and projects
4. Definite plan for individual conferences between director and leaders
5. Use of blank for staff appraisal two or three times during the season

6. Camper-in-training plan
7. Use of camper records as basis of discussion of individual camper's needs
8. Adequate library of technical books on camp leadership skills and program helps

The importance of the daily staff meeting as a part of the training process is well stated in the following paragraph from *Camping and Character*.

There are a number of possible approaches to the guidance and program of the counselor's meeting. It may be utilized mainly for the discussion of routine responsibilities for the campers in such matters as sleep, etiquette, program, and health. It may be used mainly for presenting to the counselors in a more or less theoretical way the basic principles of educational psychology and method, the psychology of child life, the character objectives of the camp, the principles of social psychology and mental hygiene. It may proceed along thoroughly inductive or case study lines, where the leaders present problems and cases which arise directly out of their experience. These cases would be analyzed with the tools of psychological, sociological, and educational science, or the procedure may involve elements of one or more of all these approaches.

The daily staff meeting should be focused on the character education "job" that the camp has stated as its major objective. Its purpose should be staff education rather than the clearance of routine matters. There should be a heavy dependence upon the group process in planning staff meetings, developing camp programs, in formulating regulations governing the life of the staff, in developing recommendations of policy. It is not enough for a camp director to believe verbally in democracy. The way in which he operates with his staff and campers should be a testimony to his belief.

Perhaps some of the most helpful training is given through personal conferences between directors and counselors. This personal counseling and guidance can often be done in a casual and incidental way when the director has an opportunity for a quiet talk with the leader as he meets him around the camp.

This does not mean that the conference is necessarily unplanned and that careful techniques of counseling are not used, but the approach is casual and informal. There should be provision for every leader to share his problems and to receive guidance from his immediate supervisor, who in many cases might be the unit director. Where unit directors are employed, the camp director and program director would work through them although each may have close direct contact with the cabin counselor.

It is seen, therefore, that one of the major responsibilities of the camp director is counseling and guidance of his staff. This task requires careful planning and budgeting of time.

Another method for improving and training camp leadership that has much merit but has not been used extensively is the counselor rating scale. This device may be used in numerous ways for supervision such as the following:

1. A basis for discussion at leaders' meetings of the requirement for effective camp leadership. The rating scale lists the standards by which the counselors are judged. It suggests the specific areas in which they should seek to improve their skills. It should serve, therefore, as a stimulus to self-analysis, self-criticism, and self-improvement.

2. Leaders rate themselves on each item of the scale

- a. as a means of self-evaluation, and

- b. as a basis for individual conference with his supervisor (camp director, program director, sectional director, etc.)

3. A basis for interview between the counselor and supervisor. Some camps have three such interviews during the camping period, the first one at the end of the first week, the second one at the end of the first month, and the third at the close of camp. The first of these three interviews can be made the most valuable if it is done skillfully. It provides the proper orientation of the counselor to his job, indicates the expectation of the management in rather specific terms.

The counselor's rating scale exhibited on pages 153-156 is available through the Association Press.

The camper-in-training plan has been one of the best sources of camp leadership. Other plans generally follow this pattern.

Total Score

Rating

CAMP COUNSELOR'S RATING SCALE

Prepared by DAVID F. DEMARCHE

Name of Counselor..... Name of Camp.....

Length of time in camp when this rating was made:..... weeks.

Date..... Rated by..... Position.....

The rating scale is an instrument for obtaining an indication of the degree to which counselors possess certain traits believed to be requisites of good leadership in the camp situation.

The scale has two major purposes:

1. To be used by the camp director and sectional directors as a guide to in-service training. A counselor may be rated after a certain period in camp, and guidance given him on the basis of the ratings secured on the scale. Points of weakness may be discussed with the counselor with a view to improving his skills or attitudes.
2. To be used at the end of the camp season or at the termination of a counselor's service as a basis for determining future relationship to the camp. The rating scale will help materially in deciding which counselors should be invited to return.

INSTRUCTIONS ON USE OF SCALE

In rating a counselor, it is necessary to have clearly in mind the definitions of the qualities upon which he is to be rated. After you have thought carefully about a counselor in terms of one of these qualities, use the rating words as a guide and place a check (✓) at some point on the line which represents your estimate of the standing of the counselor with regard to this quality. Rate the counselor on the basis of the work he is now doing. It is not necessary to put the check directly above any of the rating words. The check-mark, indicating your opinion, may be located anywhere along the scale line.

METHOD OF SCORING

To secure a numerical score clip off the scoring guide (p. 5) and place the proper side of it under the line upon which the check-mark (✓) appears. Note the score value and enter it at the right-hand end of the scale line in the score column.

The scoring guide permits a low score of one and a maximum score of ten on each of the twenty lines. Thus the lowest possible score is twenty and the maximum is two hundred.

SAMPLE

Consider his ability to help campers face issues that arise in living together in the camp community.

Markedly
deficient

Noticably
lacking

Not noticeably
present or
absent

Noticably
present

Markedly
present

ABILITIES AND CHARACTERISTICS

	SCORE				
1. Consider his or her ability to command confidence and respect—e. of campers.	Marked	Partially successful	Lacking		
2. Consider his or her ability to command confidence and respect—b. of counselors and other staff members.	Marked	Partially successful	Lacking		
3. Consider his ability to get group members to carry responsibility (commensurate with their age and capacity).	Markedly deficient	Noticeably lacking	Not noticeably present or absent	Noticeably present	Markedly present
4. Consider his success in maintaining an effective working relationship with—d. his supervisors.	Unusually successful	Moderately successful	Limited	Unsuccessful	
5. Consider his success in maintaining an effective working relationship with—b. his fellow workers.	Unusually successful	Moderately successful	Limited	Unsuccessful	
6. Consider his ability to help campers face issues that arise in living together in camp community.	Markedly deficient	Noticeably lacking	Not noticeably present or absent	Noticeably present	Markedly present
7. Consider his understanding of approved educational and Group Work principles.	Expert	Very appreciative	Moderately appreciative	Slightly appreciative	Socially blind
8. Consider his application of these principles in working with his group.	Unusually successful	Moderately successful	Slightly successful	Unsuccessful	
9. Consider his ability to use positive suggestion, cooperation, and commendation in working with campers.	Markedly deficient	Noticeably lacking	Not noticeably present or absent	Noticeably present	Markedly present
10. Consider his ability to provide the type of leadership consistent with the objectives of the camp.	Better than average		Average		Poor
11. Consider his application to the duties of his job day-in and day-out.	Very energetic	Industrious	Spasmodic or indifferent	Needs constant urging	Lazy
12. Consider his ability to stimulate the campers' interest in program: swimming, nature lore, etc.	Markedly deficient	Noticeably lacking	Not noticeably present or absent	Noticeably present	Markedly present
13. Consider his dependability in carrying out instructions.	Always reliable	Usually reliable	Uncertain	Unreliable	
14. Consider his ability to use cooperative rather than autocratic methods of control.	Markedly deficient	Noticeably lacking	Not noticeably present or absent	Noticeably present	Markedly present
15. Consider his understanding and appreciation of his relationship to the entire camp program.	Thorough grasp	Good grasp	Fair grasp	Meagre	Lacking
16. Consider his ability to deal intelligently with "difficult" campers.	Markedly deficient	Noticeably lacking	Not noticeably present or absent	Noticeably present	Markedly present
17. Consider his ability to live with campers (likes to be with campers).	Markedly deficient	Noticeably lacking	Not noticeably present or absent	Noticeably present	Markedly present
18. Consider his tolerance toward people and points of view.	Extremely tolerant	Unusually tolerant	Tries to be fair	Opinionated; has well developed dislikes	Partial and prejudiced; intolerant
19. Consider his alertness to health needs of campers (sleep, rest, bathing, diet, injuries, illness, etc.).	Exceptionally alert	Moderately alert	Must be reminded (indifferent)	Neglectful	
20. Consider his ability to stimulate campers' interest in sectional and camp-wide activities.	Markedly deficient	Noticeably lacking	Not noticeably present or absent	Noticeably present	Markedly present

PROFILE SUMMARY

1. Consider his or her ability to command confidence and respect— <i>a.</i> of campers. _____	1	2	3	4	5	6	7	8	9	10
2. Consider his or her ability to command confidence and respect— <i>b.</i> of counselors and other staff members. _____	1	2	3	4	5	6	7	8	9	10
3. Consider his ability to get group members to carry responsibility (commensurate with their age and capacity). _____	1	2	3	4	5	6	7	8	9	10
4. Consider his success in maintaining an effective working relationship with— <i>a.</i> his supervisors. _____	1	2	3	4	5	6	7	8	9	10
5. Consider his success in maintaining an effective working relationship with— <i>b.</i> his fellow workers. _____	1	2	3	4	5	6	7	8	9	10
6. Consider his ability to help campers face issues that arise in living together in camp community. _____	1	2	3	4	5	6	7	8	9	10
7. Consider his understanding of approved educational and Group Work principles. _____	1	2	3	4	5	6	7	8	9	10
8. Consider his application of these principles in working with his group. _____	1	2	3	4	5	6	7	8	9	10
9. Consider his ability to use positive suggestions, cooperation, and commendation in working with campers. _____	1	2	3	4	5	6	7	8	9	10
10. Consider his ability to provide the type of leadership consistent with the objectives of the camp. _____	1	2	3	4	5	6	7	8	9	10
11. Consider his application to the duties of his job day-in and day-out. _____	1	2	3	4	5	6	7	8	9	10
12. Consider his ability to stimulate the campers' interest in program: swimming, nature lore, etc. _____	1	2	3	4	5	6	7	8	9	10
13. Consider his dependability in carrying out instructions. _____	1	2	3	4	5	6	7	8	9	10
14. Consider his ability to use cooperative rather than autocratic methods of control. _____	1	2	3	4	5	6	7	8	9	10
15. Consider his understanding and appreciation of his relationship to the entire camp program. _____	1	2	3	4	5	6	7	8	9	10
16. Consider his ability to deal intelligently with "difficult" campers. _____	1	2	3	4	5	6	7	8	9	10
17. Consider his ability to live with campers (likes to be with campers). _____	1	2	3	4	5	6	7	8	9	10
18. Consider his tolerance toward people and points of view. _____	1	2	3	4	5	6	7	8	9	10
19. Consider his alertness to health needs of campers (sleep, rest, bathing, diet, injuries, illness, etc.). _____	1	2	3	4	5	6	7	8	9	10
20. Consider his ability to stimulate campers' interest in sectional and camp-wide activities. _____	1	2	3	4	5	6	7	8	9	10

CUT OFF ALONG THIS LINE

PLACE THIS POINT →
AT EXACT END OF
SCALE LINE

Use for items 1, 2, 4, 5, 7, 8, 10, 11, 13, 15, 18, 19

SCORING GUIDE

Use for items 3, 6, 9, 12, 14, 16, 17, 20

PLACE THIS POINT →
AT EXACT END OF
SCALE LINE

1
2
3
4
5
6
7
8
9
10

CUT OFF HERE

PROFILE SUMMARY

Transfer the score value for each scale by circling the proper number on page 3 to the right of the trait being measured. Draw a zig-zag line from top to bottom connecting these values.

This profile summary may be used in a number of different ways:

1. To chart the standing of a counselor on each of the items in the rating scale at any one time during the camping season. If a rating is secured in mid-season, the same counselor may be rated at the end of the camp session and his standing compared with the one secured earlier. Such a procedure may give clues to the effectiveness of in-service training.
2. The composite profile for the entire counselor staff may be secured about half-way through the camping season and used to point up weak spots for correction in in-service training. Again, at the close of the season another composite staff profile could be made as a check on the growth of the counselors.

RATING THE COUNSELOR

After the counselor has been rated on the twenty items, rate him or her as an A, B, C, or D leader in the upper right hand corner on page one. Use the following basis for this classification:

- A — Means an excellent counselor, one who is conspicuous from the standpoint of all that is involved in a good educational leader.
- B — Means a good counselor, one who fully possesses the qualifications for camp leadership, but who is not conspicuously outstanding.
- C — Means a fair counselor, but one whom you would not select to return to camp if you could do better.
- D — Means a weak counselor, one whom you would not care to have return to your camp.

Each counselor should be rated by at least three persons who are in supervisory positions in camp and who have had opportunity to see the leader in action. These raters may include the camp director, the sectional director, the personnel director, or the program director. After securing individual ratings from each of these persons, the letter ratings may be combined into a composite rating for each counselor, using the following table:

Individual Ratings	Composite Rating
D, D, D	D
D, D, C	D+
D, C, C	C—
C, C, C	C
C, C, B	C+
C, B, B	B—
B, B, B	B
B, B, A	B+
B, A, A	A—
A, A, A	A

1. The C.I.T. plan is considered a one- or two-year program.
2. Campers-in-training are assigned specific responsibilities for special aspects of the camp program.
3. They take over the supervision of a cabin group on a counselor's day off.
4. They act as assistant leaders in certain camp activities, *i.e.* sailing, crafts, riding, and archery.
5. They attend the regular staff meetings.
6. They participate weekly in special training sessions under the supervision of the camp director, program director, and other staff members.

Distinct advantages of the camper-in-training program is as follows:

1. With a counselorship as an incentive, campers are eager for this opportunity to prepare themselves for leadership responsibilities.
2. Camp-trained leadership is carried over as a nucleus of the staff each year.
3. Prospective counselors are provided an opportunity to demonstrate their ability in a camp situation.
4. Opportunity is afforded for the development of leadership in older boys, retaining an age group in camp that normally might not be challenged by the camping situation.

Every program of in-camp training should include among its resources a library of carefully selected books and material on subjects dealing with the immediate responsibilities of the leader and subjects that will provide background and understanding of the field of camping. The library should also contain books for enjoyment and relaxation. It should be located in a room that is conducive to study and relaxation and that is removed from the center of camp activity.

Counselors and staff members should be expected to prepare a written report at the close of the camp season. It should include an evaluation of the individual's experience and suggestions and recommendations for the coming season. Staff persons responsible for equipment, tools, or supplies should include an inventory of such materials as part of their report.

Health and Safety

MOST CAMP DIRECTORS, if asked to name their aims and objectives for campers, would place health and safety high on the list. Yet the naive assumption that these objectives were being achieved was shattered a few years ago when Dr. J. Edward Sanders conducted a study of health and safety practices in several hundred camps.¹ His findings were startling:

1. An accident rate of one a week for each seventy-five campers, resulting in a half day in bed and four days of limited activity per camper involved. About two-thirds of these accidents were judged preventable!

2. The illness rate for long-term campers increased steadily to a peak in the seventh and eighth weeks. This was noticeably true of eye and ear infections, respiratory infections, and digestive upsets and infections.

3. Worry and nervous strain appeared to accumulate as a result of a) the never-ending rush, b) the strain of living in close quarters, with one or two persons in the group too frequently being disliked, and c) the spur of some kind of competition that drives the individual constantly.

4. The majority of the youngsters seemed to be getting inadequate sleep and rest, in many camps this shortage being serious.

Camping has made progress in the better administration of health and safety standards since Sanders' study, but camp directors should be ever aware that constant alertness must be maintained and adequate procedures consistently followed if Y.M.C.A. camps are to achieve the high degree of health and safety that is coveted for them.

¹J. Edward Sanders, *Safety and Health in Organized Camps* (New York: National Bureau of Casualty and Surety Underwriters, 1931).

Perhaps the most helpful way to describe a program on health and safety for a camp director is to list the proposed plans and procedures step by step, in chronological sequence as far as possible.

Preseason Measures

One of the first moves is to check the health and sanitation requirements of the state in which the camp is located. The camp must certainly meet its legal requirements! In many states a license or permit to operate is required, usually issued each year by the state board of health on application.

Securing the person who will head up the health program is a high priority. Most of the better camps have a registered nurse in this capacity, with a few camps fortunate enough to have a physician in residence. Many still rely on a third- or fourth-year medical student or even a first-aid person. The solution for any particular camp depends on the budget, the facilities in the camp itself, and the availability of a qualified person.

If a camp can secure the services of a physician to be in residence it is to be congratulated. It is important to make certain, however, that he is licensed to practice in the state in which the camp is located, lest either he or the camp, or both, get into legal difficulties. Most Y.M.C.A. camps will have one or more physicians on the camp committee who will help determine policies and practices for the health and safety program and will visit the camp periodically or on call. Camps not near enough to their home community for such a plan normally secure the services of a physician in some nearby town who makes regular visits during the season or is on call. Such arrangements should be made well in advance of the season.

The great majority of camps have a registered nurse in residence and have found this plan most satisfactory. A nurse's training makes her disposed not to assume too much responsibility but rather to call a physician when in doubt. She is willing and able to give adequate care to any youngsters confined to bed.

Chances are good that a nurse may be secured who is available for several consecutive seasons; thus she becomes a real part of the camp family and knows the ropes without having to learn them new each season. A levelheaded, mature woman in camp in this capacity can make a contribution to camp in a host of ways over and above her care of physical ailments. The very listing of these advantages of a nurse calls attention to some of the limitations in the use of medical students as health officers though one recalls individual men who have done a grand job.

The national standards for "Y" camps call for a registered nurse in residence for each seventy-five to one hundred campers. Camps have found their best sources of nurses to be public or private school nurses and nurses who are either married or for other reasons are retired or partially retired from active, full-time nursing. The limited period involved and the pleasant associations and surroundings appeal to some such women.

As with any key member of the staff, policies and procedures to be followed by the nurse should be agreed upon in conference and reduced to writing well in advance.

Among the usual assignments for the nurse are:

1. Conducting, or assisting with, the inspection or examination of all camp personnel on arrival.
2. Checking over campers' health history and medical exam blanks, keeping them on file, calling the attention of the camp director and the counselors to any conditions they should know about (such as allergies, fear of the water, limitation of activity, etc.).
3. Calling director's attention at any time to conditions or practices she thinks contrary to the maintenance of health and safety of campers.
4. Treating minor ailments in the camp dispensary as needed.
5. Receiving each morning the counselors' health reports, being sure one is received from each group and following up as necessary until all campers listed for attention have been seen.
6. Notifying the camp director promptly of any campers needing the attention of a physician and following through until such attention is received.

7. Conducting, or seeing that someone conducts, the skin inspection of campers twice each week and checking over the record.

8. Making, or assisting with, the daily sanitary inspection of the entire camp—particularly kitchen, refrigerator, dishwashing, garbage, latrines.

9. Keeping an individual health record card for each camper, listing each visit to the infirmary by date, ailment, or symptoms and treatment.

10. Supervising menus for the camp dining room. (A delicate situation may develop if chef resents such supervision! Camp director may need to serve as a go-between in such cases.)

11. Making out a daily health report each evening, listing all campers treated with their ailment and the treatment administered; sending it to the camp office in the city for its information and to answer parents' questions; clearing report through the camp director or making copy for him, or both.

12. Notifying by letter parents of any campers confined to the infirmary, with a daily report until released, such letters clearing through the camp director before being mailed.

13. Supplying all groups going out of camp with first-aid kits.

14. Approving the condition of all campers going on trips out of camp.

15. Keeping infirmary in clean orderly condition, medical supplies on hand in sufficient quantity and under lock and key. A check list of standard supplies is very helpful.

16. Following camp physician's advice as to standard treatment and remedies for the ailments and injuries most commonly encountered in camp: colds, sunburn, poison ivy, insect bites, constipation, slivers, scratches, cuts, minor infections, nose bleed, burns, impetigo, pink eye, earache, sprains, bruises.

17. Taking a day or two half days off each week and getting away from camp for these times. (Director finds a substitute and prays that nothing serious happens!)

In even the best camps it may be necessary at times to send a camper to a hospital for emergency treatment or for care that the camp infirmary is not equipped or staffed to give. Arrangements for the emergency admission of campers at a nearby hos-

pital should be made well in advance of the season. Camps have been known to be acutely embarrassed when they wanted a camper admitted and the hospital was unwilling to accept him until certain assurances were given. Working through the camp physician should simplify hospital arrangements.

Purchase of infirmary and first-aid supplies should be arranged in conference with the nurse and camp physician. Adequate supplies and equipment for all ordinary emergencies should be available, but only those which the nurse is qualified to administer. Arrangements should be made to keep under lock and key any drugs or other supplies which might do serious harm if they got into the hands of campers.

MINIMUM SUPPLIES FOR CAMP INFIRMARY²

Bandage, 1 inch, 2 inch, 3 inch	Gauze pads	Sulfathiazole, infec- tions
Adhesive, 1 and 2 inch rolls	Band aids	Zinc oxide
Scissors	Epsom salts, dry, for soaks	Boric acid, abrasions
Iodine	Boric acid solution	Heating pad
Mercurochrome	Milk of magnesia	Hot-water bottle
Tincture of metaphen	Mineral oil	Aspirin compound for colds or pain
Cotton	Ointments:	Soda tablets for upset stomachs
Alcohol, rubbing	Butesin picrate, sun- burn	Sweet oil for earaches
Argyrol		

Plans for health examination of all camp personnel need to be worked out and announced early. Customarily all members of the camp staff are given an examination by a physician either just before going to camp or on arrival. Cooks and other food handlers are given a more thorough examination, including stool analysis and throat cultures. Campers are examined within forty-eight hours of leaving for camp either by their own physician or at the "Y" by a camp physician. In each case the exam report is on a form provided by the camp, signed by the physician, and kept on file in the infirmary. No person is admitted to camp without it.

² List prepared by John D. Spring, M.D.

A camper's health history is secured from the parents, indicating which of the contagious diseases the camper has had, what allergies or other special conditions he has, recent illnesses or operations, and any special requests regarding his health. The

CAT. NO. 81-912

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STANDARD HEALTH EXAMINATION RECORD

(THIS PART TO BE FILLED IN BY PARENT)

ORGANIZATION OR SCHOOL

NAME _____ PARENT _____ PHONE _____
 LAST FIRST OR GUARDIAN
 ADDRESS _____ AGE _____ SEX _____ DATE OF BIRTH _____ RACE _____

PAST ILLNESSES: (CHECK—GIVING YEAR OR DATES)		DISEASES DATE	IMMUNIZATIONS TESTS DATE DATE	
FREQUENT COLDS	STOMACH UPSETS	CHICKENPOX	DIPHTHERIA	TETANUS TOX.
FREQUENT SORE THROATS	KIDNEY TROUBLE	MEASLES	SYPHILIS	TUBERCULIN
SINUS	HEART TROUBLE	MUMPS	TYPHOID	SCHICK
ABSCESSED EARS	RHEUMATIC FEVER	SCARLET FEVER	WHOPPING COUGH	
BRONCHITIS	CONVULSIONS	POLIO MYELITIS	PREVIOUS INJECTIONS OF HORSE SERUM	
ANY LUNG TROUBLE	TUBERCULOSIS	WHOPPING COUGH	RECENT EXPOSURE TO CONTAGIOUS DISEASE	
ALLERGIES	DIABETIC			

OPERATIONS

OTHER DISEASES OR DETAILS

BEHAVIOR _____ SLEEP WALKING _____ BED WETTING _____ NIGHT TERRORS _____
 APPETITE _____ FOOD DISLIKES _____ BOWELS _____ FAINTING _____

PARENT'S REPORT REGARDING PHYSICIAN'S RECOMMENDATIONS DATE

STANDARD PHYSICAL EXAMINATIONS

(BY LICENSED M. D.)

CODE: V—IF SATISFACTORY W—IF NEEDS WATCHING C—IF NEEDS CORRECTING

CHECK V, W OR C	DATE	WT.	HT.	DATE	WT.	HT.
GENERAL CONDITION OR APPRAISAL						
POSTURE						
FEET AND SPINE						
SKIN SCABIES						
ATHLETES FOOT						
IMPETIGO						
EYES VISION						
DISCHARGE						
EARS HEARING						
DISCHARGE						
NOSE BLEEDS						
DISCHARGE						
THROAT TONSILS						
TEETH NUMBER						
CARIES						
HEART						
MURMUR						
BLOOD PRESSURE						
SYS. DIAS.						
LUNGS						
ABDOMEN						
HERNIA						
MENSTRUATION						
URINE						
BLOOD HEMOG.						
ADDITIONAL DATA						
PARENT PRESENT?						
EXAMINER'S SIG.						

PHYSICIAN'S REPORT

AFTER EXAMINATION

COMMENTS

RECOMMENDATIONS

HEALTH RECORD

DURING CAMP OR SCHOOL

COMMENTS

TREATMENTS

NOTE ANY PHYSICAL INJURY OR CONDITION WHICH HAS DEVELOPED IN CAMP OR SCHOOL TO WHICH PARENT'S ATTENTION SHOULD BE DIRECTED.

IMPORTANT--USE ADDITIONAL CARD IF NECESSARY.

list of contagious diseases becomes quite important in case one of these diseases breaks out in camp. The parents can best give such a list.

The health examination by the physician before the camp opens is necessary both for the protection it gives the camp and for the screening it furnishes. But camp directors have long since discovered its limitations: some physicians do it superficially; some give the camp an incomplete report; and even if done carefully the youngster may break out with something shortly after he has been examined. So it is a sound practice for the camp to give a checkup examination on arrival. Camps frequently discover serious conditions in this checkup examination.

A safety survey of the camp property by a safety expert is another essential precamp item. The insurance company which has the camp's insurance is usually glad to send one of its trained men. If this is done sufficiently in advance it permits the camp management time to remedy unsatisfactory conditions which the survey turns up. A second safety survey is recommended after camp is in full operation but early enough in the season to permit the correction of bad conditions.

Adequate insurance is called for and should include public liability insurance, with the director included by name in the policy as well as the camp itself; workmen's compensation; fire and windstorm; and medical reimbursement insurance on each camper. Automobiles and trucks should be covered by adequate limits on public liability, property damage, and guest occupants. The camp's liability in transporting campers on trips, to and from the railroad station, etc., in camp-owned vehicles should be determined according to state laws and this liability properly covered.

Chemical and bacteriological tests of the water supply should be made early enough so that the report is in hand before camp opens. State or city boards of health usually are glad to give this service; some even require that it be done. A second set of tests two or three weeks after camp opens is usually desirable unless

health authorities say it is unnecessary. It is important that all *sources* of water supply are tested, even the water in the swimming area.

Not many camps are fortunate enough to have a dietitian in residence though some camp nurses have special qualifications in that field. But any camp can submit typical menus covering a two- or three-week period to a dietitian and have them criticized and get suggestions for their improvement. This procedure has its limitations since no set of menus made up in advance can be strictly adhered to in camp. But the director or nurse can make judicious substitutions from day to day without seriously disturbing the net result. Local hospitals or boards of health usually have dietitians glad to give this service of examining camp menus in advance.

It hardly seems necessary to mention that only pasteurized milk should be served—never raw milk regardless of how clean the barn or how careful the operator.

The control of flies, mosquitoes, and other insects is becoming easier due to the availability of D.D.T. and other sprays.³ Camp directors should consult local specialists on such problems. Commercial pest control companies even offer to rid camps completely of flies and mosquitoes. Screened, covered garbage cans emptied and washed or disinfected daily are a minimum. Toilet buildings, and all camp buildings for that matter, should be adequately screened against both flies and mosquitoes.

Similarly the control of poison ivy, poison oak, and other noxious weeds is now an achievable goal. With modern sprays that are really effective it seems hardly excusable that youngsters any longer go to camp for a thrilling vacation and spend days of limited participation, sleepless nights, no swimming, and so forth, because of ivy or oak poisoning acquired on the camp property. The effective time to spray is during the spring period of rapid growth, which comes usually before camp opens.

³ Unusual care should be exercised to see that all precautions are taken against possible toxic effects.

Staff Training

The entire camp staff needs to be alert to and informed about health and safety precautions and practices. With most camps the meetings of the counselors in their pre-camp training course can be used, followed by checkup and review where necessary after camp opens. Camp health and safety is an all-staff problem, calling for intelligent co-operation from all hands.

Getting campers to the infirmary when they need attention sounds simple and elementary. Yet the procedure needs to be impressed on counselors. The primary responsibility obviously seems to be that of the cabin leader. The infirmary schedule needs to be known and the co-operation of counselors secured in observing it. It should also be clearly understood that the infirmary is open at any time, day or night, to care for campers' needs. Most camps do not permit counselors to administer medicine or first aid, except in emergencies or when away from camp, and prohibit campers from treating themselves or each other from their first-aid kits.

A daily health report by each counselor is commonly used. It is usually made out at breakfast, collected, and given to the nurse before the meal is over. She makes sure that she has one from each group and then sees to it that each boy listed is seen at the infirmary during the forenoon. Counselors should not assume that their duty is done when they list Willie on the health report—they need to see that Willie actually gets to the infirmary. A simple form for this purpose provides space for the cabin leader to write each camper's name and to check one or more of the common causes for needing attention—cut, scratch or bruise, cold or cough, headache, constipation, loss of appetite, fatigue, temperature—and to write comments under the "remarks" column. The fact that each morning he must list each camper by name and that he has before him the list of the more likely symptoms to watch for tends to keep the leader alert to the health of his charges.

COUNSELOR'S DAILY HEALTH REPORT FOR CABIN.....

Names of Campers	Fever	Constipation	Headache	Fatigue	Lack of appetite	Digestive upset	Cold, cough, sore throat	Cut, bruise, skin eruption	Remarks

Date..... Counselor.....

Counselors need to have called to their attention repeatedly the more common conditions which cause accidents: loose nails, broken glass, cans lying about, rocks or roots on paths, loose or broken boards in cabin floors, or on porches or stairs, loose or missing railings, equipment lying about where someone might trip. Gasoline, kerosene, or other inflammable materials being available has been the source of too many serious accidents; they should be locked up. Rifle shooting, archery, use of knives and axes bring their own special kind of dangers which the counselors in charge need to be familiar with and on guard against. These

hazardous activities are part of the fun and adventure which camps ought to provide. But campers need to be coached on how to avoid accidents, and counselors need to give the kind of supervision which minimizes the danger of accident. Counselors need training in the building of fires and especially the complete extinguishing of them.

The water-front operation calls for a series of sessions on safety. Since it is the subject of another chapter we shall not discuss it here in any detail. It should be said, however, that there must be clear understanding with the staff as to who is on duty, what his duties are, what the camp's practices are as to where and when campers shall swim, how they shall check in and check out, what equipment they may use, when and where counselors may swim, and so forth. A similar set of understandings is needed regarding the use of boats and canoes.

The water-front director should limit swim classes and free swim periods to a reasonable length of time, depending on the temperature of the water and air. Seldom should periods be longer than thirty minutes; often they should be shorter. Swimming, especially in cold water and on cold days, burns up energy rapidly and contributes to fatigue. The water-front staff should be alert to discover boys who are shivering, with teeth chattering or blue around the mouth, and should send them promptly to get dried and dressed.

Counselors need training in recognizing the signs of fatigue in campers. Irritability and other indications of emotional lack of control are usually due to overtiredness. When there are too many squabbles and arguments and too frequent crying the counselor should suspect inadequate sleep and rest. Dark circles and puffiness under the eyes are also telltale signs, as are pallor, lagging behind the others, inattention, stumbling or dropping things more than normally, lack of pep and interest, and lack of appetite. Fatigue increases proneness to accidents and liability to respiratory, digestive, and other infections.

The remedy is easy once the situation has been diagnosed:

limitation of strenuous activity, longer rest periods, earlier retiring or later rising hour, or both. Conditions will determine whether such a program should be applied to certain individuals, to a cabin group, or to the entire camp. If an individual is to be put on a special, less strenuous schedule, the counselor can save face for him by finding some plausible reason for giving him an easy schedule, perhaps even having the nurse put him in the infirmary for a twelve-hour or twenty-four-hour stay.

The once traditional morning dip (or any other strenuous exercise before breakfast) is frowned upon by camp physicians since it comes when body energy is lowest and bodily processes slowest. At best it should be held only in warm weather, optional, of short duration, and limited to robust campers.

Many camps have a standing arrangement with the chef, bugler, and others involved for a later rising hour and longer rest period on rainy days. Campers can always use the extra sleep, rainy days are conducive to sleep, and at best the waking hours are not too easily filled on such days. Similarly, camps often find daylight-saving time a problem, with daylight lasting beyond the time when younger campers should be in bed and asleep. So the observance of standard time, at least for the month of July, is found good practice.

Getting campers to bed on time is a problem in many camps and one to which the camp director and counselors need to give careful attention. The announced schedule frequently shows "all quiet" at nine o'clock, for instance, when it is actually nine-thirty or later when camp is quieted down and campers asleep. Campers usually need more sleep at camp than at home because they lead a more active strenuous life, yet camps too often find it difficult in practice to provide it.

In-season Practices

Assuming we have taken the desirable preseason precautions and have our counselors and staff coached in their respective duties and on the things to be on guard against, the problem

thereafter would seem to be that of seeing to it that plans and policies agreed upon in advance are carried out by those responsible. As every camp director knows, this means constant checking and rechecking lest staff members get careless or get so busy with other things that they overlook or neglect the practices that have been set up.

One of the early season hazards is sunburn. In their eagerness to get a tan quickly youngsters are likely to show little discretion and may get painful burns. Some directors hold counselors responsible for exercising careful supervision over campers and consider a badly burned camper an evidence of negligence on the part of the counselor! Activities can be planned so that youngsters are not too much in the sun early in the season and a policy of wearing shirts maintained.

Another condition likely to appear the first few days is constipation, contributed to by the change of food and water and the highly emotional condition of the youngsters in the excitement of the new experience. Counselors need to be watchful for this condition. The nurse or dietitian may suggest diet adjustments to help.

New campers, especially the younger ones, need to be checked constantly to see that they wear proper clothing and footwear. Due partly to their preoccupation with the exciting activities of the moment and partly to a mistaken loyalty to the "he-man" tradition of camping, youngsters left to their own resources often go about in cold weather with flimsy clothing and on rainy days with little or no protection from the wetness. The staff can emphasize the idea that the good camper is the one who knows how to keep himself warm and dry in inclement weather. But they will still need to tell Willie and Johnnie to wear their sweaters or raincoats and rubbers! Most camps insist on campers wearing shoes at all times, including trips to and from the water front.

The development of health habits is a goal of most camps. Various practices are followed. Cabin leaders often use a check

list for a daily check on each camper of brushing his teeth, having a bowel movement, thorough wash-up before breakfast, etc. An inspection of all campers before each meal to see that hands and face are clean and hair brushed is a common camp practice. Some counselors make the washing-up period in the morning and the tooth-brushing either night or morning a kind of social event with all cabin members going together.

Dining-room periods have to be planned and carried out under supervision if they are to avoid the noise, confusion, bolting of food, and emotional tension that can accompany them. Some directors insist on spending a specified amount of time on the meal, and it becomes apparent quickly to campers that there is no point in hurrying through the eating. The better counselors are able to encourage quiet, interesting table conversation. *Camp and cabin yells during mealtime seem unnecessary and undesirable.* Singing ordinarily comes between courses and after the meal is over and then should not emphasize the competitive, who-can-sing-the-loudest kind of performance. Seating arrangements, adequate service by the waiters, sufficient food, and proper controls in the distribution of food are all part of the problem.

If a serious accident occurs, the camp director sees to it that medical attention is secured immediately and that the parents are notified. The manner in which they are notified may make all the difference in their reaction. The telephone gives the director a chance to explain and to answer questions. His manner and tone of voice can do much to reassure parents. The decision as to whether the camper is to remain in camp for treatment or be taken to a hospital or taken home should ordinarily be arrived at by the director and parent together, with the physician's advice weighing heavily.

In case of an illness the situation is much the same as just indicated for an accident. Where an appendix flares up or an ear abscess develops, the parent's permission is secured before surgery is resorted to; indeed few doctors would take such re-

sponsibility without specific approval of parents. To cover such emergencies, in case the parent cannot be reached quickly, many camp applications or medical history blanks call for the parent to sign a statement authorizing the camp director to act for the parents in such circumstances.

Where one of the contagious diseases breaks out in camp, the first move is to isolate the youngster involved and, if possible, those with whom he has been in contact (his cabin mates presumably). The camp physician and the local health authorities are consulted promptly and steps taken in accordance with their recommendations or in many cases in accordance with their orders! Sometimes it is feasible to send the stricken youngster home. Then it is a matter of watchful waiting for the duration of the incubation period, with those campers being especially watched who have not had the particular disease.

Two factors become important in such a situation, the spirit of the campers and the attitude of the parents. The staff can so handle the situation that it does not cast a shadow over the whole camp, by not talking about it too much and by not making campers self-conscious about the possibility of further outbreaks; in other words by trying to keep camp operations outwardly as near normal as possible. A prompt notification of parents as to the actual facts will do more to reassure them than anything else. If they get the whole story from the camp management before they hear distorted rumors from neighbors or get exaggerated accounts in letters from their youngsters, they are usually satisfied and appreciative. Mimeographed letters to all parents either sent out direct from camp or from the city office have been used most effectively.

Baths should be arranged for on a plan that assures each camper getting at least two a week. Where hot showers are available, a schedule may be made up so that each cabin group or each sectional unit gets its turn. If the lake or stream must suffice, then it is all the more important that every youngster gets his soap bath under supervision at the scheduled time. It is

relatively simple and highly desirable that all campers be given a careful skin inspection at the time of the bath. Skin conditions (minor infections, sunburn, insect bites, impetigo, poison ivy) which might otherwise escape attention are caught in this way.

Frequent sanitation inspections of the entire camp are necessary with special attention given the kitchen, refrigerator, food storage space, dining room, dishwashing, garbage disposal, and latrines. Either the camp director himself or the camp nurse, or both, should conduct this inspection. A daily inspection is called for, with a more thorough one once or twice each week.

Dishwashing needs to be checked on while in the midst of the operation. Unless there is a thermostatic control on the hot water, the dishwashers are likely to use water for washing and rinsing that is not hot enough to do the job right. Dishes given a hot rinse in water of 180 degrees do not require wiping and are thus much more sanitary.

Trips out of camp, whether on foot, by canoe, or by automobile, bring with them some hazards that can be minimized only by careful planning and adequate preparation of leaders and campers. Some understandings or "rules of the road" need to be accepted, among them that no hitchhiking be done, that drinking water be used only when approved by the leader, that all stay together on the trail or water (a designated lead person and a rear-guard person who will keep in touch with each other), that no fires be built except by permission of the leader, that no swimming be done except where and when designated by the person in charge and under his supervision.

Campers and counselors going on a trip should have training in the use of axes, building of fires, preparation of food, preparation of proper beds and shelter, elementary first aid. Many camps require persons going on such trips to spend several sessions in camp prior to the trip learning some of these fundamental skills. They are not only a contribution to health and safety but an important addition to the camper's education.

The physical condition of persons going on a trip should be approved by the nurse in advance. The leader should check on each person's equipment to be sure he has adequate shoes, sufficient protection from sun and rain and cold for both day and night. The selection of food for the trip should be approved by an experienced person. Those in charge of food preparation should be qualified in that field. Sanders reports from his study of several hundred camps, "The one activity in which loss of sleep, exhaustion, poorly chosen and prepared food often reach a culmination is the overnight hike."⁴

Rifle shooting and archery programs involve some special dangers, but with proper safeguards in physical equipment and in the conduct of the activity they can be relatively safe. Materials are available for camps from the National Rifle Association of America, 1600 Rhode Island Ave., N.W., Washington 6, D.C., and the Camp Archery Association, Patchogue, N. Y. Excellent brief discussions of these programs and suggested equipment are to be found in the *Camp Director's 1948 Handbook and Buying Guide*, compiled and edited by the publishers of the *Camping Magazine*.⁵

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⁴ *Op. cit.*, p. 90.

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The Camp Program

THE SETTING OFFERED by the summer camp is rich in potentialities for achieving the objectives of modern education. Not being bound by the four walls of a classroom, the camp has a freedom in the development of program that gives it many advantages over the school. The program grows out of the resources in the outdoor environment and is based on the interests and needs of children. When carried on under the auspices of the Y.M.C.A., the fundamental purposes of the Association are constantly used as a frame of reference. This is what should give Y.M.C.A. camping its distinctive flavor.

Camping is group living in the out-of-doors. The program of camping consists of all the activities, relationships, interactions, and experiences that enter into the life of the group. It is everything that goes on in a camp, everything that happens to campers. It is playing and working together, making plans, accepting responsibility, carrying out decisions. It is sleeping in the open, hiking, paddling canoes, working at crafts, telling stories, and singing songs around a campfire. It is worshiping God in an outdoor chapel.

This conception of program lifts it above a schedule of activities as ends in themselves and places emphasis upon the *process* through which the objectives of camping are most likely to be achieved. The acceptance of this program philosophy rules out, in the material that follows, the development of a tailor-made program that can be superimposed on any camp. Rather we will endeavor to suggest how the program personality of a particular camp is created by those living together in the camp setting.

Group Work in Camping

The ever present question about any Y.M.C.A. camping activity is, "What does it do to persons?" Camping, ought, therefore, to make use of the methods that are most likely to contribute to the personality growth of children. The group work process would seem to be one of the most effective means to such an end.

A camper is first of all a member of a cabin group, and from this primary living unit he will establish additional relationships with other groups that make up the camp community. One of these is the age group to which his cabin is related. In some camps it is called a section, division, unit, or village, such as the younger boys' section, the middlers' section, and the older boys' section. Then there is the relationship to the camp as a whole which brings with it a new set of loyalties and responsibilities. In addition there are in most camps the various skill-teaching and activity groups, such as beginners' swimming, sailing, horseback riding, rifle shooting—each made up of a cross section of a camper's age-range unit or in some instances of the camp as a whole. Group-work methods should be understood and used by the leaders of these interest groups. Here again the learnings from the interpersonal relationships of the members of the group may be much more important in the character development of the child than the mastery of a skill. This statement, however, does not mean to depreciate the importance of skill training in the development of a child.

Printed materials, program helps, camp regulations and policies, leadership training emphases—all should encourage program processes and activities that strengthen and give meaning to the unity of the cabin group. The daily cleanup, specific responsibilities related to the welfare of cabin life, cabin hikes, building a fireplace, cooking meals, washing dishes, discussing problems of the group, participating in a campfire, building a council ring, developing a cabin museum, improving a trail

through the woods, working on an aquarium—these are the experiences that require group planning and action and through which initiative, co-operation, responsibility, and similar attitudes are developed in campers.

It is important, therefore, that the cabin group be looked upon as the primary focus of program development. For it is the cabin group that functions as a family unit within the larger community life of the camp. The cabin group provides the opportunity for stimulating and establishing the habit patterns that make for good citizenship in our American democracy.

The democratic approach to program planning

One basic thing in the democratic approach is the deliberate provision it makes for giving the campers a share in the choosing, the planning, the carrying out, the evaluating, of what they do. That is half of it—the half that emphasizes participation by the campers in the whole process of working out the program. The other half of it, just as important, is the attitude of the counselor, the activity leader, and the director in putting the camper at the center of the program rather than the activity. Both of these are difficult at first, especially to counselors who know more about activities than they do about children. But they soon become easier. Take a quick look at two principles in the democratic method of program planning.

1. Some campers have never had experience in planning. They do not know what they want to do. Interest check lists among children are not too effective. They are ill at ease in the presence of one another. They expect to have things planned for them. The more aggressive ones take the bit in their teeth and impose their will on the less aggressive ones. All right, that is the problem. How does one evoke the capacity for real participation in program planning by campers? Here are a few suggestions:

- a. Set up the daily schedule with some “holes” in it.

- b. Let the camp units, with the help of their counselors, fill the holes in. It is the job of the counselor not only to ask, “What would you like to do tomorrow from ten to eleven” but to suggest, at first, at least two possibilities and also to bring out and de-

velop suggestions from the group, then help arrive at a choice and simple plans for carrying it out.

c. Base planning on problems, situations, events, and opportunities as they arise.

d. Enlarge the orbit of opportunity for responsible participation as skill in it develops. Avoid the mistake of setting up elaborate plans of camper government. Most committees or councils should last only as long as needed to carry out a project.

e. Watch for the real leaders, those that domineer, the timid followers, the divisions in the group. Do not try to solve all the problems of co-operative participation at once.

These are simple suggestions. The greatest obstacle to their application is likely to be the pressure from activity counselors anxious to put their activities across, not realizing that the principles can be applied just as well to the conduct of an activity as to the life of a cabin unit. Unfortunately some activity counselors are not trained in the art of helping children to become independent and creative in thought and action.

2. This leads to further consideration of the other principle in democratic program planning, that of making it child-centered rather than activity-centered. No two children are alike in needs, interests, skill, emotional make-up. To be treated alike they must be treated differently. Competition is good for some, harmful to others. Group pressure is what some children need; it is exactly what others need protection against. An athletic team that the coach uses to win games with is a different thing from an athletic team a leader uses to develop boys in. A play that is cast with an eye to what it may mean to each individual to perform the assigned roles is different from one cast with an eye to the finished performance. One can go on and on to elaborate this point of respectful regard by the persons responsible for program planning for the personalities of those involved. All that can be done here is to point out that the more one looks at the requirements of children, the more one realizes how program requirements have to be modified to fit them.

Louis Blumenthal defines the group work process in camping as follows:

The objectives of group work emphasize the importance of developing in each camper the ability to make wise choices in light of the greatest good, a sense of responsibility for his acts, an increasing capacity to solve his problems with the in-

sights that are his. In the last analysis, it is for the individual to decide upon the way he shall act and he can learn to do so only by *practice*. Good group work throws the responsibility back on the camper. No one else can do the thinking for him.

The role of the counselor in program planning

The camp counselor as a group worker is the guide and resource in this educational process. He is aware that abiding interests, ability to live with others, attainment of skills, and wholesome attitudes are goals that may be achieved through a good group experience. But he is also aware that negative and unsocial learnings are also possible from a group experience. He recognizes that he is the key to the nature of the learnings. The way in which the group is managed will determine to a large degree the quality of the group life. This will require time and individual attention to group members by the counselor.

The relation of schedule to basic program planning

It is the camp management, however, that is responsible for the degree of emphasis that is placed upon the cabin group as the primary program unit. Counselors need to be selected because of their all-round ability and versatile skills. Less emphasis needs to be placed on the specialist type of leadership. In training sessions attention needs to be given to improving the leadership methods that contribute to the democratic functions of a cabin group. The daily schedule should be developed so that adequate provision is made for cabin groups to plan and carry out projects as units. Sufficient tools should be available for construction projects. Sufficient equipment should be provided for cabin hikes, cook-outs, and sleep-outs. Intercabin activities should be encouraged and ways found for administering craft activities on a cabin basis.

The expanding relationships of cabin groups

But just as in any community, so in the camp community there are wider and more responsible relationships than found in the cabin group. The second most promising opportunity for

group experience would seem to be that of the section or age-range unit. It is in this kind of relationship that campers enlarge their understanding of the meaning of citizenship. Here individuals and cabin groups accept responsibilities that contribute helpfully to the life of this larger group. An interest is taken in the care and upkeep of property and equipment. The cabins in each section unite in co-operative planning for the general good of the age-range unit. Councils are formed and cabin representatives accept responsibility for the development of special programs and the supervision of activity. Regulations relating to life in the section are discussed and acted upon. Problems of conduct come up for council decision.

Thus it is seen that program in the broadest sense is the total experience of the camp created by several groups representing different degrees of responsibility, maturity, and interests. The program takes on the characteristics of the interests and needs of those who plan it. The process requires a high degree of patience and skill in adult-camper planning relationships. It succeeds or fails to the degree that the camp administration policies recognize the fundamental importance of the laws of learning and the group-work process in character education.

The principles, then, that should guide program planning for a camp are as follows:

1. Program is not an end in itself. It is rather a tool by which the purposes of camping are realized.
2. Program ought to be planned *with* the members of the group which is to be served.
3. All phases of the program should be related to the developmental level of the boys who are to participate.
4. The program should be *boy-centered*, not activity centered.
5. The program content should be based upon sound educational principles.
6. The program should consist of an integrated series of experiences consistent with the over-all purposes of the Y.M.C.A. rather than a hodgepodge of opportunistic stunts and isolated events.

Program Organization

The range of the present organization of the program of most camps is probably covered by the following three categories *with a desirable trend towards the third category.*

1. A rigid and complete schedule of activities and classes planned and fixed by staff or committee in advance of opening of camp. Campers select a full daily program and are expected to attend according to schedule.

2. A general schedule and program is prepared in advance on the basis of the interests of campers of previous seasons. The daily schedule provides for instructional and interest groups, and flexibility for special projects, cabin, or interest groups.

3. Meals and rest are scheduled. Leaders are recruited with as wide a variety of skills as possible. The schedule evolves through camper and leader planning on the basis of interests and available facilities. A minimum of fixed activities governed by health and safety factors are included in the program.

There are different organizational techniques used for the democratic development and administration of program. One camp may have a program director who is responsible for the organization of committees or councils of campers, counselors, and staff members to work out the daily and long-range schedule of activities. Depending upon the camp, these committees may be related to the age-range units, to the camp as a whole, or to both.

Sometimes short-term committees are used for each special project. In another camp the camp director or the program director may work through the section heads. These in turn work with committees of campers, counselors, and staff members.

In still another camp the section heads may be responsible only for the development of program within their sections while the camp director will work with special staff committees for the development of program that affects the camp as a whole.

Regardless of what method is used, the total camp experience should be characterized by informality but free from boredom

and chaos. There should be sufficient freedom from routine to cultivate individual initiative and to avoid the evils of regimentation.

Developing the daily schedule

The most immediate job that confronts the staff and whatever group is responsible for the development of program is that of setting up a daily program for the first few days of camp. This program ought to be tentative and experimental until the preferences of various groups have been crystallized. At an early date long-range planning and scheduling of special events and activities can be started and carried on. Thus provisions for extended trips, concerts, regattas, etc., will be fitted into the camp schedule. The system of activities is so carefully co-ordinated that trips and special events do not affect the program of any campers except those involved. Program planning ought to reckon with the fickleness of the weather. It is well to remember that basically camping involves matching one's skill with the out-of-doors. Adequate planning will recognize the need for quick decisions, ingenious substitutes, and adjustments when the weather is inclement. The camp director is ultimately responsible for seeing that the program processes are operating as effectively in periods of rainy weather as they do during periods of sunshine.

SUGGESTED DAILY SCHEDULE

WEEKDAYS		SUNDAYS	
A.M.		A.M.	
7:30	First call	7:45	First call
	REVEILLE		REVEILLE
7:40	Flag raising	7:55	Flag raising
8:05	Waiters' bell	8:15	Waiters' bell
8:20	Password service		
8:30	Breakfast	8:30	Breakfast
9:00	Camp services	9:00	Camp services
9:30	Morning activities and cabin projects	9:30	Counselors' meeting
11:15	Younger boys' swim	11:20	Chapel bell
11:45	Older boys' swim	11:30	Chapel

P.M.		P.M.	
12:10	Waiters' bell	12:45	Waiters' bell
12:30	Dinner	1:00	Dinner
1:15	Rest	1:30	Rest
2:30	Afternoon activities	2:45	Afternoon program
4:00	Afternoon swim	3:45	Swim
5:40	Waiters' bell	5:30	Waiters' bell
6:00	Supper	5:45	Supper
6:30	Evening play hour	6:00	Twilight activities
8:00	Campfire and other programs	7:45	Vespers
	TAPS AND LIGHTS OUT		TAPS AND LIGHTS OUT
9:15	Younger villages	9:15	Younger villages
9:40	Older villages	9:45	Older villages

The informal program which evolves out of the guidance of counselors and staff and the interests of campers implies the functioning of town meetings, committees, camp councils, and group discussions. It requires an attitude on the part of counselors and staff members which solicits the interests of boys. It requires counselors' ears that are sensitive to incidental remarks which may suggest program ideas. There is the danger, however, that the program may be developed entirely around the ideas of those who speak most loudly and frequently. An effort should be made to discover the unexpressed and less apparent desires of those who are not so articulate.

Developing camp-wide projects

Just as certain of the camp objectives may be achieved in the teaching experiences in skill groups and in the intimate living together in cabin fellowship, it may also be assumed that other legitimate values may be realized through camp-wide projects which create unity and harmony. These projects have the advantage of involving the entire camp in community planning and participation. The period of preparation for these projects should be long enough to permit the largest possible participation by campers and counselors. The means that are used for the development of these camp-wide activities will determine the outcomes. Many camps have come to rely upon all-camp program projects that have developed over the years and that have

become traditional features. Too often reliance upon these traditional activities have negated the creativeness in program planning.

Traditions are not generally conducive to new ideas. Insofar as campers and counselors are reminded that "this is the way we did it last year" to the discouragement of fresh outlook and exploration, the horizons of the program are limited and potential educational values dissipated.

The following schedule of camp-wide projects grew out of the experiences of the previous season in one camp. The projects were based on the interests of campers and counselors and illustrate what can be done in democratic planning for camp-wide activities.

Separate committees to do the initial planning were developed around each program project. The chairmen were appointed before the opening of camp. Staff advisers were assigned and each committee was representative of various organizational units in camp, including campers' councils and counselors' groups.

ALL-CAMP PROGRAM PROJECTS

First Period (Four Weeks)

July 4	Aquatic Meet
July 13-14	Junior Olympics
July 20-21	Campers' Day
July 23	Closing Banquet followed by International Fire of Friendship

Second Period (Four Weeks)

July 28	Aquatic Meet
July 31	Water Carnival
August 14	Camp Carnival
August 20	Closing Banquet followed by International Fire of Friendship

Such a program schedule should be evaluated in terms of the share that the total camp community had in its production.

These questions might be asked in order to determine the relation of the camp-wide projects to the camp objectives:

- Do the majority of the campers desire the program?
- What part do the campers have in developing the program?
- Does the plan of organization provide for an adequate and representative number of campers?
- Does the time schedule permit adequate preparation?
- Will the project contribute to the spirit of cooperation and camp unity?

There are some traditional camp features which may not pass the test when measured against camp objectives. Camp-wide projects properly developed and carried out oftentimes are highlights of the camp season.

Exploiting the Out-of-Doors

In these days of comforts and conveniences where pressure on a button produces light or even heat and but little more effort is required to secure the necessities of food, shelter, and clothing, youth are deprived of many of the benefits of the struggle with environment. The pioneer ancestors of a boy lived in close contact with elemental processes which made great demand but repaid with a quality of life which is often absent in modern urban life.

Philip Wylie, in an article in *Reader's Digest*, "Safe and Sane," stated it this way:

The life of a child ought to be a process of adventure, experience, and exploit. Only thus can he become truly adult, emotionally mature. Only thus can he achieve self-reliance and independence. Children have the right to observe and experience every fact of nature, animal, mineral, and vegetable. They have a right to learn such truths and consequences as their emotional development permits, in environs where they can dig, pluck, board, build, walk, swim and chop without let or hindrance. Children have the right to take such natural risks as their teaching in nature gives them the competence to face.

Sharing responsibility

The camper who learns to take responsibility for the care of his own belongings, his clothing and equipment; his share of the living quarters, becomes to that extent independent of the parent who has hitherto regarded him as a helpless member of the family group. The boy who accepts his turn waiting on the table and helps with the chores on a camping trip becomes an integral and contributing part of the society in which he lives instead of a mere onlooker and recipient of the benefits of the work of others.

The boy who helps to make some of the play equipment of the camp such as oars and paddles, bows and arrows, or buoys to mark the swimming area, has contributed something tangible to the life of his group and in so doing has increased his own self-confidence. The boy who has a part in improvement projects that are designed to add to the permanent values of the camp develops a sense of partnership with all those who have made the camp possible. The camper who works on an aquarium, assists in selecting and cutting a flagpole, constructing a fireplace, or helps in building a lodge has etched in his own life an impression of his camp experience.

Taming wildlife

A valuable part of the camp life may be the taming of animals native to the region, such as mice, rabbits, skunks, and harmless snakes. Keeping an outdoor aquarium or assisting with the care of horses used for riding may be a means of getting an insight into animal character. These experiences develop a knowledge of the habits of rodents, animals, and reptiles that acquaints a child with the place of animals in the scheme of nature.

Wilderness crafts

Most camp sites have many raw materials that can be used for crafts. Birch bark and cedar logs can provide summer souvenirs from the woods. Coarse twigs or willow withes or splints of

maple, hickory, and white oak all make attractive and useful baskets. Seed pods, hemlock and spruce cones, and shells offer an unlimited variety of uses. Natural dyestuffs from fruits, berries, bark, and flowers may be developed. Clay can be frequently found in an old stream or lake beds or in excavations. Woodland creatures may be modeled or leaf shapes duplicated.

Developing social awareness

The camper from urban areas frequently has a limited knowledge of the processes back of many of the finished products that add to his daily comfort. If the camp is located in a farming area, he ought to have the thrill of observing the care of cows and seeing them milked, of watching the cultivation, care, and harvest of foodstuffs. If the camper is near a sawmill, the camper should be permitted to watch the processes that convert trees into planks, shingles, or even paper. This same idea could be elaborated to cover canning, conservation, and other essential production enterprises. It would seem to be a primary social function of a camp to make campers acquainted with these hardworking people who, through daily toil, carry on the work of the world.

Coming to grips with the out-of-doors

Camping trips may go far toward bringing campers to grip with the out-of-doors. Here comfort and even safety depend upon one's working knowledge of the materials at hand and one's skill in the use of them. To plan and to make a three-day canoe trip is to call upon resourcefulness not usually required in the routine of city life. He who has pitched a tent and trenched around it so that rain water will not flood his sleeping quarters; he who has constructed a shelter from boughs and saplings with an eye to the prevailing winds; who has gathered fuel, built fires, and cooked meals in the sun and in the rain—has had to match wits with the elements and has discovered latent powers within himself.

It is in the camp setting that boys can be taught how to swim,

how to dive, how to tread water, how to rescue a person from the water, or how to clear away from an upturned boat. They can be interested in learning how to make fires successfully and safely out-of-doors—fires to cook on, fires to keep warm by, bon-fires with which to celebrate an occasion. Camping invites boys to build a raft and to make shelters. It is an opportunity to learn how to dock a boat, to make a successful portage of a canoe, and to learn how to cook an egg on a flat rock.

The overnight trip is a social experience of outstanding value. Here a group lives together under almost primitive conditions. Each member of it must learn to do his share toward the happiness, well-being, and comfort of the other. From the short overnight trip to the more extended canoe or pack trip, the camper acquires an understanding of the meaning of comradeship, becomes conscious of his responsibility toward others.

Fundamentally, camping ought to involve the boy with his physical environment. "Every camper should have the chance to grapple with his surroundings, to change them, subdue them, improve upon them, or just to battle with them. In camp he can dig ditches, cut through new roads, fell trees, build a dam, construct a raft, level off a playfield, remove rock and timber obstructions, divert a stream; in short, if opportunity is afforded, to change, in a period of time, the face of the camp. Camp has or should have undeveloped areas calling for improvement. It then presents the age-old challenge of the frontier. The change the camper makes in turn changes him. It gives him a feeling of power, of success, in overcoming obstacles."

In *Group Work in Camping* Louis Blumenthal says, "The paradox is that while believing in such a pioneer situation, camping has been moving away from it. Good group work in camp calls rather emphatically for a deinstitutionalizing of camp. It calls for a correction of the growing artificiality in it. And camp is meeting this challenge in the establishment of primitive sub-camps away from camp, wilderness camps, extended hiking, riding, and canoe trips, nights-out, and so on."

Understanding the laws of nature

Campers should develop an appreciation of the infinite variety and adaptation of living matter and the natural laws governing it. For example, a camp experience presents a favorable opportunity to build, on natural interests, an understanding of the reproductive processes of plants and animals, thus providing a valuable background for a clearer understanding of the significance of sex.

Music in an outdoor program

Do campers sing because they are happy? Or is the spirit of campers lifted through the unity and comradeship expressed in music? In any event camping is not complete without the presence of music. This does not mean expensive instruments, orchestra, or even choruses. It does mean that mealtime and hikes, campfires and vespers are special occasions for folksongs and favorites which form a rich part of camp life. A less obvious source of music is the tones and sounds ever present to the attentive ear in the typical camp setting. There is so much at hand to increase the hearing and listening ability of campers and which will at the same time provide an expanding experience. The bird calls and songs, the sound of crickets or locusts, the croaking of the frogs or the different tones during a summer thunderstorm may serve as an opportunity in music.

The campfire may be a major focus of interest. The program around an open fire at the close of day should stretch minds, awaken imagination, and deepen appreciation. A good campfire should be a transition from the activities of a busy and strenuous day to the relaxation of the security and rest of the night. Resources of stories, music, dramatics, demonstrations, and worship are interwoven in successful evenings. The program should create an attitude of expectancy, an appropriate mood, and provide a closing quiet and thoughtful note.

Special Programs for Outdoor Living

Many camps have found some standard programs very helpful as teaching devices. The Y.M.C.A. Aquatic Program is probably the best known and most widely used. Others include the program of the National Rifle Association and the Camp Archery Association.

Some work has been done among Y.M.C.A. camp directors in a progressive campcraft program. For example, the program suggests the following plan or outline for teaching skills in fire building:

1. Build a fire, using not more than two matches. Demonstrate how a fire should be extinguished in order to prevent a possible forest fire.
2. Build a fire in a forest setting, using knife, hatchet, matches, and fire stick. Do not use paper. Boil water.
3. Build a fire in the wind.
4. Build a fire in the rain.
5. Bank a fire to last two or three hours.

For more complete information about a progressive program of campcraft education, see *Second Century Horizons*, Association Press.

The real danger in the use of the standard programs lies in the possibility of losing elements of informality, creativity, and adventure.

Adapting Program to Particular Camp Site

The site and all of its facilities are the tools of camping. Their only value to the Y.M.C.A. depends upon their utility as a program resource. Although a master plan should provide for improved tools, it is important that the program utilize the inherent values of the site. Each camp site will have its own limitations. But every camp is likely to have the following basic features: 1) water, 2) woods, 3) freedom of space.

Camps with special advantages should emphasize them in building program and in training leadership. A camp located

on a bay should feature boat trips, sailing, and so forth. A camp adjoining a state forest should provide special opportunities for hiking and nature study. There is no excuse today for emphasizing an intensive program of athletics to the exclusion of an integrated program of hiking, cooking, nature study, and the building of pioneer shelters.

The story of the development of a camp site to meet essential program objectives is a continuous process of creating within the limitations of the site more effective and varied tools.

In the words of David E. Boyle, author of *Your Child and the Summer Camp*: "To exploit the out-of-doors is to inject the spirit and thrill of adventure into the lives of youth. For in this setting a camper ought to learn to enjoy nature in her infinite moods: the winds, the rains, the peace and solitude of deep forests, the mystery of the limitless sky, the sudden hush of twilight, when the silence is broken only by the murmuring of God's tiny creatures in woods and fields, the beauty of those glorious nights when mountains and lake are bathed in soft moonlight. How can a child's soul help but grow when he is so close to nature and the Master's plan of life?"

Perhaps no illustration more appropriately dramatizes the opportunities in a Y.M.C.A. camp than reference to the significance of the out-of-doors in the life of Jesus. He was born among the creatures of nature in a stable. He was baptized in the Jordan River. When he began his public ministry, he began it by communing with God in the wilderness. When he selected his first disciples, he did not have them come to an office to fill out a questionnaire but walked by the seaside among outdoor people and from their number selected men whom he thought were much better fitted to help carry on his work. Jesus did much of his preaching out-of-doors. His greatest sermon—the Sermon on the Mount—was preached on a beautiful hillside. Much of his work of healing and his greatest miracles were performed out-of-doors. When he prayed he felt closer to God out in nature than amid the noise and crowded conditions of the city.

His own great spiritual crisis—the problem as to whether or not to go through with the awful experience of the cross—he met on the top of a mountain. When Jesus was made a prisoner the authorities did not find him hiding in a house in Jerusalem or Nazareth. Under the gnarled limbs of the age-old olive trees in the Garden of Gethsemane he gave himself into the hands of his betrayer. He died out-of-doors and was last seen on earth—his ascension—out-of-doors.

Camper Records

The information which is secured and filed about campers should serve several purposes. In the first place the individual record should be of value to members of the staff. Data which reveals such information as personal history and previous camp experiences is vital to a counselor in any attempt to provide individual guidance. Records should also be a source for reporting the camper's experience to his parents, his church, or his Y.M.C.A. boys' division. The information should be sufficiently complete and valid to provide statistical data desired in reports to councils of social agencies and the annual report to the National Council Y.M.C.A.¹ The requirements of these forms should be studied in advance of the season and provision made for recording the required data.

In a modern camp an individual record of each camper ought to be maintained. This record should contain such minimum data as addresses, names of parents and age, occupational status, and religious affiliation. Information should exist as to condition of health at the time of admission. A complete record of each camper's illnesses, injuries, and medical treatment while in camp is of importance in maintaining favorable relations with parents and is usually required by insurance companies which provide medical or liability insurance.

Other information which it is desirable to keep on the indi-

¹ Association Records (New York: Association Press, New York).

vidual record is the objectives of the parents in sending the boy to camp, the boy's progress in specific areas such as swimming, and his aptitudes, interests, and improvement in all types of activities, group life, conduct, and morale.

A system of records for the camper should be so organized and available as to be of value in providing greater understanding of the camper and used as a basis for the planning of the program.

An obligation rests upon the camp to make greater use of individual records in providing continuity in the educational experience of the camper. Camp directors ought to take the initiative in making appropriate reports to parents. In case of favorable reports praise from parents or guardians will stimulate the campers favorably also. In case of unfavorable reports, letters of advice or visits to the camp can help remedy the situation.

After the camper returns home there are many opportunities for use of the camp records. If the camper is a member of the Y.M.C.A., a progress report ought to be useful to the boys' work secretary. Camp directors ought to be ingenious and thorough in getting significant information about the experience of a camper to his church, school, and interested social agencies.

The amount of time and money which is required to maintain and use an adequate system of records will have to be weighed against the values and obligations which are involved. A fair study of the implications would probably raise the standards of record-keeping in most Y.M.C.A. camps.

A Word About Incentives

Awards and honors are an unnatural stimulant, and as such they are absolutely unessential to a group of enthusiastic campers and intelligent leaders in a challenging environment. If one of these factors is lacking, however, awards may be used, but they should bear the same relationship to real interests that a scaffolding bears to a building. If, when the "scaffolding" is removed, the "building" stands alone, then the use of the awards

is justified, but if interests cease after the awards are obtained, then was the "scaffolding" worse than useless.

There are natural and appropriate means of recognition in camp which are not accompanied by the dangers of artificial awards and honors. Individual and group achievements deserve words of commendation and expressions of appreciation. A statement on the bulletin board or around campfire, the thanks of a counselor, or a cheer from fellow campers are sound incentives for program participation.

The Religious Life of the Camp

It is the function of the camp program to make it possible for campers to gain to the fullest extent from this environment. It is at this point that the more unique characteristics of a Y.M.C.A. camp makes its contribution. The Christian emphasis which is inherent in the work of the Association is a major element in total camping program. Although this phase of camping will be dealt with at length in another chapter, it is well to note here that religious living cannot be confined to the Sunday chapel or the cabin vespers. It is a natural part of every day's adventure and an evident part to an observer. In all the processes of learning, eating, hiking, and adventure youth should discover the real meaning of Christian living.

This quality of life which receives nurture and renewal in the program periods of worship has more to do with the tone of the total program experience than any other single factor. Motives and talents and energies of the members of the camp family need to be measured constantly in terms of the Christian standards. Only on this basis can the objectives of the Association be achieved in the lives of campers and their leaders.

Summary

In closing let us summarize the resources and means for program planning:

1. Adequate books and manuals in the camp library and in each counselor's possession
2. Clear-cut statements of purpose and philosophy by the director to the counselor
3. Clear-cut assignments of responsibility
4. Adequate records on individual campers
5. Pre-camp scheduling by directors and counselors of the main framework of the program
6. Frequent meetings of director and counselors during the season—this is more needed if the camp is on the democratic basis than if on the managerial basis
7. Continuous program-building activity on the part of the counselors in co-operation with campers
8. The careful use of intergroup councils for short-time projects
9. The provision of adequate facilities
10. And finally, very important, the use of the environment, the raw situation, as a basis for program activity. On this point a book could be written. The highly skilled counselor will find it hard, sometimes, to make the shift from the specialized approach to which he is accustomed, but when it is done he finds it more fun and so do the campers. In utilizing the environment as a principal program resource there comes the easiest, most natural, most effective way, of making the shift from the activity-centered program to the camper-centered program.

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The Distinctive Function of Y.M.C.A. Camping

A Y.M.C.A. CAMP without definite goals of Christian character education lacks the uniqueness and essential genius of the Association Movement. It may provide a valid recreational experience but certainly falls short of the high objectives and dynamic purposes of a program whose frame of reference is the life and teachings of Jesus.

No attempt is being made in this chapter to depreciate or belittle the value of the recreational camps which annually make so great a contribution to youth. It is rather an effort to think through the most essential characteristics of the camping program of an agency whose history and tradition has reflected the inspiration of Christian motivation. No apology need be made for this spiritual emphasis: it belongs naturally in the framework of the Association. It is a distinctive function of Y.M.C.A. camping.

Obviously Christian values will be achieved in the camp's program where the total staff is selected because of its understanding of and belief in these values. The interrelationships of directors, staff, and counselors should set an example in conduct, mutual respect, and Christian attitude. The personal and social habits of staff members should also testify to these values.

Responsibilities of Christian Leadership

Formal religious services injected into the schedule are not enough; they may even be undesirable. Special religious activi-

ties should be natural and should be geared to, and a vital part of, the total program.

Worship *can* be a joyous expression of reverence for, and thanks to, the Giver of the Good Life in camp. Discussion *can* be a fascinating quest for truth and understanding, but it must be guided (if not initiated) by leadership which possesses qualities of character that command the love and respect of campers.

With this quality of leadership spiritual growth is not dependent upon special religious meetings; it is immanent in all activities. It is expressed in the atmosphere, attitudes, and relationships of the entire camp family. It is found in every aspect of camp activity from peeling of potatoes to playing ball or planning a worship service.

Because of his close relationship to his boys a counselor has many open doors of opportunity to discover individual needs and interests. The alert leader is quick to use these teachable moments. Very definite gains in character growth may result from them. While playing ball, his boys may learn a quality of sportsmanship more valuable than acquiring the skills of the game.

The securing and maintaining of this standard of Christian leadership demands not only a careful selection of staff but a thorough training in methods of religious education and the constant practice by the staff of meditation, worship, and prayer—the elements in our Christian nurture that are so indispensable to those who would live life at its fullest and best.

A Setting for Spiritual Experience

Nowhere in the program of the Young Men's Christian Association is it easier or more natural to teach the great basic beliefs of the Christian faith than in camps.

God is creator

The manifestations of God as creator are everywhere in earth and sky and water. How easy it is to be conscious in camp that:

Earth's crammed with Heaven
And every common bush afire with God.
But only he who sees takes off his shoes
The rest sit around it and pick blackberries.

What an opportunity here to teach that all natural law is divine law, that all ground is holy ground. As blind eyes are opened to see the perfection of the gigantic universe and the unspeakable beauty of little things so long unnoticed, God the creator *and the creating* becomes very real. A foundation of belief is laid which will stand in an adult world of Godless, mechanistic philosophies of pure chance.

God is father

The youngest boy can see the evidence of the Father who cares for all, provides for all the needs of life from the lowest to the highest. Here Jesus, with his demonstration of the nature of God as father, comes so naturally into camp. He, too, was an outdoor man who loved nature and through illustration and story used the wonders of nature to clarify the deep truths of his teachings.

All men are brothers

The whole camp experience of living together may confirm this faith and make inescapable the truth that all men are brothers. To be sure, the campers may have heard in the city much talk of brotherhood, but in camp it comes to life. Social and economic barriers melt away; all boys look pretty much alike in shorts. When youth of different faiths participate together in worship, when friends of different races swim, play, and live together, or, with arms about each others shoulders, go off to catch turtles or pick berries, then brotherhood becomes a reality. Because of these experiences, when they attend the chapel service they hear with new understanding the words of Jesus, the elder brother, and they sing with new meaning:

In Christ there is no East or West
In Him no South or North,
But one great fellowship of love
Throughout the whole wide earth.

Special Religious Activities

The type of Christian and religious education activities varies widely in camps throughout the world. Some of the tested programs are here briefly described:

Chapel services

The use, but not the frequency, of this type of service is universal. It may be limited to a rather formal service on Sunday only, or it may be semiweekly or oftener, depending on the number and kind of other religious activities. Some camps have occasional sunrise or prebreakfast services either in an outdoor or indoor chapel or in other inspirational settings. Instrumental music, well-chosen hymns, brief meditations or purposeful talks by either boys or leaders, impressive stories, carefully selected poems, and scripture readings are all effectively used. Boy participation is encouraged but should be coached to make the service significant.

Grace at meals

This may take many forms. Various graces or hymns of thanks may be sung by all or by a soloist or group. Spoken words of thanks may be offered by individual boys or leaders. Sometimes complete silence is used or silence followed by playing softly a familiar hymn of thanks. Whatever is done, care should be taken that it does not become meaningless routine or perfunctory repetition.

Special uses of music

In their chapels each morning before breakfast some camps provide a period of worshipful, sacred music or quietly guided meditation with soft musical background. Attendance at these meetings is usually voluntary, but it increases as the days pass. Choice recordings may be effectively used in these and other chapel services. Perhaps more common is the custom of having restful, worshipful music after taps, played or sung in the distance and often with still softer antiphonal echo.

Password

Some camps have a brief daily devotional period, usually at breakfast, at which someone speaks briefly and effectively on the meaning of one word which becomes the password for that day, e.g., charity, honor, accuracy, reverence, etc. In the course of a period some camps spell out an important word like character by talks on subjects whose initial letters spell out the whole word by the end of the period or week. A letter is added each day on a large sign until the word is complete. This device focuses interest in, and aids remembrance of, the talks.

All-camp vespers

These are frequently held at sunset in a spot where nature declares the glory of God. The camp memories of many boys are filled with the mental pictures of beautiful sunsets over lake, stream, or mountain when a group sat in silence and when, perhaps, the beauty of nature was accompanied by beauty of soft music, poetry, sacred readings, meditation, and prayer. This is a difficult service to conduct with a large group unless it understands the importance of silence and is ready to co-operate. Small distractions spoil the effect.

Cabin vespers

These are usually held in the cabins just before taps but (especially for older boys) may be held elsewhere—around a dying campfire, on the dock, about an indoor fireplace, and so forth. Older boys may prefer vespers which involves discussion of life problems as well as quiet and meditation or prayer.

Stories (especially for younger boys) are very effective but should be carefully chosen for character education value and quieting results. For all ages this brief period may be most impressive and may produce lasting habits of relaxation in meditation and prayer to strengthen an abiding faith in a good Father-God. It is a high moment in the close relationship of the leader and his group.

Ceremonials

These vary greatly with the traditions of the camp. Some excellent religious experiences are built around the council ring and the virtues and beliefs of the red man. The God of all races becomes more real through sharing in the Indian's long tradition of faith in, and reverence for, the Great Spirit who provides the gifts of nature and controls the great mysteries of the world and universe about us.

Many camps have built meaningful ceremonies around the induction of new campers and around closing campfires and presentation of awards or degrees of advancement. The Ragger ceremony in the California camps has great religious significance.

Fire of friendship

This ceremony is conducted in many ways. It is much more meaningful if persons from many races and nations are actually in camp, but, if not, boys may be selected to represent different peoples of the earth and speak their words of good will and Christian brotherhood. Each boy usually contributes fuel to the fire of friendship, symbolical of all people uniting in creating the warm flames of good will and understanding which bring light and comfort to all. At the close of the ceremony each camper lights a candle or torch from the Fire of Friendship and goes out into the dark world bearing the light of good will and comradeship. The torches or candles are then kept by the campers as a reminder of the experience and the pledge to help build a world of peace and brotherhood.

Discussions

Some camps schedule regular discussion periods, usually after breakfast or at the end of the day when problems or issues growing out of camp life or personal experiences or concerns are discussed. In other camps the topics for discussion are set in advance and somewhat standardized. The former plan is much more vital and effective but requires mature leaders who sense

the questions when they arise and are competent to meet new situations. These discussions may be a very vital religious experience because they come to grips with living issues and seek solutions in terms of what is the Christian way.

Religious plays and dramatics

Here is a type of religious activity from which many camp people shy away because of a feeling of incompetence. To present a large production does require talented leadership and an adequate and suitable setting, but where these are lacking it is still possible to do some of the simpler religious dramatics. Younger boys particularly enjoy acting out Bible stories, parables, etc. Camps with adequate facilities, leadership, and older boy participants have presented impressive religious dramas and plays of social significance and action in relation to world brotherhood, social justice, and the like.

World citizenship and service

Much has already been said of the unique opportunities in camp to live, as well as teach, the spirit of world brotherhood. There is also the opportunity to teach the meaning of world citizenship—what is required of us as world citizens to build one world of peace instead of a divided world of chaos. Older boys can face up to the implications of vital citizenship in a real United Nations and the acceptance of all people as fellow citizens in a new Christian world order demanding our highest loyalty.

World service projects

The World Service Program of the North American Y.M.C.A.'s offers campers a real challenge to do something specific for boys of other lands and to put into action the spirit of world brotherhood. It is splendid basic training in the kind of sharing that is essential if we are to have a peaceful world. It is a tangible investment in world-mindedness, which will pay dividends in fu-

ture adult attitudes toward other nations and peoples. It is a fundamental experience essential to the growth of sturdy Christian character. Camp offers opportunity for individual giving and for camp-wide money-raising projects such as entertainments, carnivals, circuses, etc., by American boys for their brothers in other lands.

Special conferences and conversations

Most camps urge and train counselors to conduct individual talks with campers as well as group discussions and interviews around personal problems. Some of these interviews, which may start out as casual conversations while sitting on a log or drifting in a boat, result in lifted vision and major decisions which change for good the whole course of the boy's life. He finds security in a good friend; fears are removed and attitudes changed. His habits improve and he finds happiness and satisfaction in social conduct on the Christian level. An older generation might have said that he became "converted" or "his soul was saved."

Integrating the Religious Aspects

It is not to be assumed that these many special religious activities are to be walled off in a separate compartment of camp. They must become a natural and integral part of the camp program. Some of them may occupy special time on the schedule, but most of them may be co-ordinated with, or incorporated in, the ongoing program of the camp. All of them must be introduced naturally and be planned and accepted by the campers, not "dragged in" as something that has to be done.

Discovery of God in nature may be emphasized in a special religious service, but it is more important that it go on constantly and inevitably in the whole outdoor experience. World brotherhood emphasis may occupy a special place in the program, but it will have meaning only as boys of different classes, faiths, and races live together. Sportsmanship may be preached in the chapel, but its reality must be achieved in the game. In a

formal meeting attention may be directed to great Christian and religious virtues, but their practice in the daily life of the camp is the important matter.

So we return to the previous statement that the effectiveness of the religious program of camp depends on the quality and genuineness of its Christian leadership. It rests upon their ability to interpret the meaning of Christ's way and to demonstrate its practice in their own personal conduct and in the constant social relationships of camp life.

Nowhere do the words of Emerson ring out with greater truth and meaning: "What you are speaks so loudly, I cannot hear what you say."

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Administration of the Aquatic Program

THERE IS LITTLE DOUBT that a poll of campers at the close of any camp season would reveal that the water-front activities have the greatest single appeal. Similarly, if a poll were conducted among camp directors to determine what area in camp gave them the greatest concern because of potential danger the water front would win again. Here, then, is an important part of the total program of any camp that demands top supervision for two very important reasons: first, because it is assured of high camper participation, and, second, because the element of danger in the program requires strong competent leadership.

The Aquatic Director

If the person chosen to direct the aquatic program is selected wisely, the camp director will be saved many headaches. A wise selection means the choice of one whose judgment will be mature, who will command the respect not only of the campers but of the leaders as well. The latter group are often a greater problem than the campers. The aquatic director should have had previous experience upon which to draw when organizing his staff and planning his program. It would be tragic for his organization to break down in the middle of the season.

The man in charge of the water front should not be the emotional or temperamental type. It is essential that he possess the ability to maintain a calm and even attitude since there might

be an occasion when a boy's life will depend upon his judgment and action.

It is quite natural to expect the person who heads up the aquatic program to be a strong and able swimmer. It is, however, of almost equal importance that he possess the ability to organize and administer a total program of aquatic activities, drawing upon the resources of qualified leadership in the camp staff to assist him. There will be a variety of classes conducted by the water-front department, such as beginners' swimming, swimming skills, lifesaving, diving, rowing, canoeing, and sailing. Naturally, the aquatic director will not teach all of them, but he will be responsible for their planning and supervision.

Most camping authorities feel this very important cog in the camp staff should be twenty-five years of age and a graduate in physical education. There is no doubt but that both of these qualifications are desirable, yet there are occasions when they may be waived.¹ Age does not always bring with it the maturity that is so necessary, nor does the recipient of a college degree always possess good common sense. A personal interview, good sound references, and personal observation when possible are factors upon which judgment may be based.

Before leaving the aquatic director, consideration should be given to his assistant. There will be occasions when the assistant will have to take charge, as for example, on the aquatic director's day off or in the event of his illness. It is important, therefore, that he be qualified to take over the duties of the director.

Precamp Preparation for a Safe Water Front

Preparations for a safe water front must start long before camp opens. During the spring the docks, diving boards, slides, and rafts must all be checked for any deterioration that might later be the cause of accidents. Repairs will, of course, be made

¹ *Toward Better Camping*, the national plan of camp standards (New York: Association Press).

where needed. Areas where splinters may be picked up must be cared for since they are a potential source of infection. Cocoa matting should be replaced where worn and, if possible, all equipment painted.

The entire water front, but the swimming area in particular, must be cleared of any debris that may have collected during the winter. Tests should be made of the sources of the water to make certain that it is safe and that no pollution has developed. The board of health in the principal area served by the camp will usually be glad to render this service. Boats and canoes should be checked and needed repairs made to assure that they will be not only serviceable but safe when camp opens. All safety equipment should be thoroughly examined and replacements or repairs made where needed. The degree of care and efficiency exercised in these pre-camp preparations will determine to a large extent the condition and safety of the water front during the camping season.

There exist a great variety of so-called types of layouts for camp water fronts. Suffice to say, the best type for any given situation will depend in large measure on two factors:

1. The topography, depth, currents, and other natural factors of the water front
2. The amount of money available for installation of the layout

Anyone seeking information on types and suggestions for layouts is referred to *Aquatic Standards for Y.M.C.A. Camps*.² This booklet should be a part of every camp library and required reading for all Y.M.C.A. aquatic staffs.

Equipment that should be a part of every water front, regardless of type of layout, is the following:

1. A bulletin board located in a conspicuous place where the water-front rules and regulations may be posted. All charts, posters, and other materials concerned with the National Aquatic

² Cureton, T. K., Jr., and Pohndorf, R. H., *Aquatic Standards for Y.M.C.A. Camps* (New York: Association Press, 1946).

Program should also be posted here. Program schedules and announcements, results of tests, etc., all require such a board.

2. A check board at entrance to swimming areas for checking campers in and out

3. A tower should be located on the water front in a position that commands a view of the entire water-front area. Its purpose is evident and someone should be posted on it during every swimming and boating period.

4. Every water front should have two boats that are marked and set aside for use as patrol boats during swimming and boating periods.

5. A set of long bamboo poles for use by the men on duty during swims to aid tired swimmers, as well as ring buoys with adequate rope attached, should be part of the standard equipment of the water front.

6. A set of grappling irons should be available and ready for use at all times. *Swimming and Water Safety*,³ has an excellent diagram showing how the Scully grappling irons should be assembled.

7. A first-aid kit, properly equipped with a good antiseptic, band aids, gauze bandages, gauze sponges, adhesive tape, vaseline, sunburn lotions, scissors, and tweezers, should be located convenient to the swimming area and should always be ready for use. It should be emphasized that this equipment is to be used only in emergencies on the water front.

Precamp training

It is assumed that in all camps there is a period for training the staff. Special attention should be given at this time to training and instructing those who are to work on the water front in the use of all safety equipment. They should be thoroughly drilled in the rules and regulations that are to govern the water front as well as in the specific duties they are expected to perform. It is best to have specific men assigned to specific points with specific duties so that there can be no doubt or confusion. These assignments can be made as a result of observations by the aquatic director during the precamp period.

³ Boy Scouts of America, 1 Park Avenue, New York, N. Y.

The National Y.M.C.A. Aquatic Program

The National Y.M.C.A. Aquatic Program should be the basis for the aquatic program in every Y.M.C.A. camp. There are many reasons for this statement, but two should be sufficient. The first one is that it is a sound program and one that appeals to youngsters because they can actually measure and note their progress. It appeals to their parents for the same reason. The second reason and perhaps most important is that it offers a year-round program to boys who are members of the Y.M.C.A. or who live in an area where they can become members.

Those members of the camp aquatic staff who are not familiar with the National Y.M.C.A. Aquatic Program should be given the literature and the materials for keeping records in order that they may become acquainted with it before the opening of camp. The entire staff should be briefed on and trained in its operation.

Many of the campers will probably bring cards and emblems to camp with them showing that they have completed their Minnow, Fish, Flying Fish, Shark, or Junior Life-Saving requirements. These boys are from city Associations where the program is in operation, and their cards should be recognized and given status. Where it is possible, there should be an exchange of information on records between the person in charge of the program in the city and the aquatic director at camp. When the campers return home at the end of the season any new awards they have earned at camp should be recognized by the city Association. It is only in this way that the program will gain the prestige and status that it deserves.

Campers who have completed their Junior Life-Saving requirements, either in the city or at camp, should be recognized by being given minor responsibilities in the program. Recognition of this kind will spur other campers to work on achieving similar status. The names of those receiving aquatic awards should be posted in a conspicuous place and regular announcements relative to them should be made before the whole camp.

Health and Safety Controls in Camp

All the machinery for testing in both swimming and boating should be ready to function when the boys arrive in camp. Reference here is to the tests that are to determine who is a swimmer and who is to be privileged to use boats. These tests are safety tests, and their degree of difficulty will depend upon the conditions that prevail on a particular water front.

Every camper should bring to camp with him a health certificate which indicates his health history as well as the results of a health examination administered by his family physician during the seventy-two hours prior to his arrival in camp. The camper will deliver this certificate to the camp physician, who will check it, re-examine the camper, and pass upon the camper's ability to participate in active physical programs such as swimming and boating.

The names of any campers who are to be restricted, and the reason, will be written down and passed on to the aquatic director. It would be well for him to meet the boys personally.

Physical examinations should continue during the season at regular intervals. Nude inspections, when held in the cabins during rest period, frequently disclose skin irritations, rashes, or some minor disturbance that would be aided by a brief cessation of swimming. There should be an established procedure by which the water-front staff will be kept posted on campers who are to be restricted. Good controls between the medical and water-front staffs can lessen the period of restriction for the camper and may also prevent an epidemic of a nuisance such as pink eye, or conjunctivitis.

A final word in connection with health and safety controls during the regular camp season would be to advise regular inspections of all water-front equipment. This could be a routine inspection once a week by the camp and aquatic directors.

Controls at the Swimming Area

When it is feasible, the swimming area should be divided into three parts: The first would be the crib, or area for beginners who have not passed their Minnow test. The depth of this area should not be over 3 feet 6 inches. The second section is for those who are in the intermediate group and who have passed their Minnow test but not their Fish test. The depth in this area would range from 3 feet to 7 feet. The third section is for all others and may be up to 12 feet in depth.

Where the water-front layout has been established and is more or less permanent, the campers may have to be divided into two groups: the swimmers and the nonswimmers. Tests to determine the swimmers will have to be based upon the conditions prevalent in the swimming area.

Regardless of whether there are two sections or three in the layout of the water front, each section must be marked off by lemon lines or seine floats. Swimmers should be made to understand that they are never to go beyond these marked boundaries unless accompanied by a member of the water-front staff in a boat. Boats and canoes should never come inside the boundaries of the swimming area except in an emergency.

The entrance to the swimming area should be arranged in such a way as to permit checking all swimmers in and out. Most camps use the check-board system at this point.

Supervision within the swimming area should be based upon a ratio of one guard for every ten swimmers. The area should permit 50 square feet of water surface for each swimmer. The buddy system should be used at all times with a buddy check made every ten minutes, including one at the beginning of the swim and one immediately following the all-out signal.

Campers and staff should be drilled in the use of signals that are to be used on the water front. Police whistles are the most widely used instrument for giving the signals although some camps have recently installed ship's bells purchased from war

surplus. One blast might mean "all quiet" and wait for announcement, two could mean a "buddy check," and three "all out." Campers and staff alike must be impressed with the importance of an immediate response to all signals.

During the swim period, as pointed out earlier, guards should be located at strategic points with fixed and definite responsibilities. At least two boats should be on duty with one man at the oars and another in the stern facing the swimming area with a bamboo pole to aid a tired swimmer. Guards should be trained to watch for signs of fatigue or exhaustion.

Twenty to thirty minutes is recognized as the maximum length for a period of swimming, with shorter periods when the weather is cool. Two swims a day are considered the most that a camper should participate in, with any period of instruction to be counted as one of the periods. Morning dips should not be encouraged and in many camps are discouraged. Many doctors are of the opinion that the shock, especially during the early and late parts of the season, are too great for the heart. Moonlight dips should be brief, well supervised, and only on bright moonlight nights unless there is some means by which the swimming area can be artificially illuminated.

The Schedule

When planning the schedule for activities on the water front it is important that it be so arranged that there will be as little conflict as possible with the rest of the camp program. It is very difficult, if not impossible, to avoid all conflicts when the program is at all elastic. Fixed and definite hours for the water-front schedule does help in eliminating conflicts with other activities.

Certain aquatic activities have classes in both theory and practice; examples are sailing and life saving. In such cases it is a good idea to schedule the class in theory during a free period in the master schedule. Many camps have such a period in the interim between the evening meal and the evening program.

Boating

Boating, canoeing, and sailing are all part of the aquatic program and should come under the jurisdiction of the aquatic director. There should be classes for beginners in each, with an established testing program by which campers may qualify to enter them. These tests are to determine swimming ability for the safety of the camper, and the difficulty of the tests will be determined by the size, depth, and other features of the lake or body of water upon which the camp is located. Under most conditions a camper who passes his Fish test should qualify for row boats, and the Flying Fish test should qualify him for canoes.

Classes in boating and canoeing should teach those enrolled the various parts of the crafts and how to launch and beach them, the proper methods of rowing and paddling, the names of the different parts of the oars and paddles, and what to do in emergency situations.

Those campers who wish to qualify for canoe trips, especially those on rivers, should pursue a more intensive course and pass more difficult tests.⁴ The individual camp will have to determine what procedure it should take and what the nature of its tests should be. The proper methods for packing the canoe, the various strokes necessary in streams, such as the pitch, scull, draw, and so forth; how to recover a swamped canoe; the ways to best make temporary repairs are lessons that should be fundamental for trip planning.

Sailing is each year becoming a more popular program for older boys. The swimming requirement for this activity should be the most difficult of all. This does not mean that sailing is necessarily a dangerous activity, any more than is canoeing or rowing. Proper planning and supervision will keep danger at a minimum in any water-front activity. The *Camping Magazine*

⁴ Canoeing Standards published by the American Camping Association, Chicago, Illinois.

for December, 1947 had an excellent article on sailing by Reid Besserer.

The types of sailboats and the number in the fleet will vary again according to the location of the camp. Location on a large lake or on a bay or river near a bay would, of course, enhance the possibilities of a sailing program.

In summation, let it be said that good organization plus good common sense will go a long way toward making any water front and any aquatic program a safe one.

Special Programs

Aquatic day

When properly organized and planned an Aquatic Day will stimulate a great deal of interest and spirit. In order to permit participation of the greatest possible number of campers it should include, in addition to the contests which demand ability, events that do not require a great deal of skill, such as:

1. Horse and rider contests in shallow water
2. Dodge ball in shallow water
3. Canoe- or boat-emptying-and-filling contests
4. Treading-water contests
5. Water baseball
6. Cabin against cabin contests in:
 - a. Boat races
 - b. War canoe races

Aquatic Day should be announced some time ahead and given considerable ballyhoo by the members of the water-front staff. One camp had the craft department co-operate by making award emblems out of red cedar with pins attached, indicating a first, second, or third place. The campers earning them were quite proud even though practically every camper received at least one. This is an excellent program for Visitors Day.

Water baseball

Water baseball played with a broom and large rubber ball has proved quite popular in some camps. The batter and catcher

are on the dock with all the rest of the players in the water. Base runners have to swim between bases, and the rules of regular baseball are followed. Scores are usually very close and excitement high. It is a game for strong swimmers only unless played in shallow water.

Torchlight parades

Torchlight parades on the lake on special occasions, such as Fourth of July, are always very colorful. Only those who have passed their boat and canoe tests should participate, and leaders should be strategically located to check any campers who may grow careless. The parade can terminate with all the canoes and boats forming a large circle and singing camp songs.

Aquatic meets

Aquatic meets with neighboring camps or on an intracamp basis are always popular with the better swimmers. They are also a means of stimulating an interest in the development of skills. Here again the number of participants may be increased through the introduction of novelty events, such as the "waiters' carry," where the swimmer must balance a tray on one hand with several objects on the tray, or a "ball relay," where each member of the teams must carry a large rubber ball without the use of hands.

Boat and canoe races

Boat races between individuals or with a man at each oar can provide a lot of fun for campers. Canoe races in which there are contests between individuals or teams, war canoe races between cabins or units, also frequently provide keen rivalries and a lot of fun.

Canoe pumping and tilting

Canoe pumping and tilting are popular with campers but sometimes hard on the equipment. In the canoe pumping the

contestants must balance themselves on the gunwales of the stern of the canoe and with a pumping motion at the knees propel the canoe. As one would imagine it is a rather difficult stunt and frequently results in duckings.

In the canoe tilting there are teams of two—a paddler and a tilter who has a sink plunger attached to a long bamboo pole in each canoe. At a signal they attack each other with the aim being to knock your opponent into the water.

An aquatic director with imagination and a co-operative staff can develop many types of aquatic activities with appeal to both campers and staff.

National Camp Standards

THE BEGINNING of the quest for a plan to improve the quality of the services of Y.M.C.A. camps, by developing national standards for local practice, dates back to the early days of the Movement. In those days standards developed around such common practices as careful checkup of drinking water, supervision of swimming periods, and rigid counselor control of activities, both in and out of camp. Gradually concern began to be expressed about improved standards of operation in all areas of administration and program. The Camp Directors Association of America came into being in 1910 in the rooms of the Twenty-third Street Branch Young Men's Christian Association, New York City. H. W. Gibson and Chas. R. Scott, two Association leaders, helped materially in the common desire of all camping interests to work co-operatively.

Chas. R. Scott, then State Secretary of New Jersey became first President of the Association. Conferences, literature, visitations to camps, and correspondence kept the concern for better camping alive until finally concerted action was taken by a group of camp directors in the Western Region of the United States.

In 1920 a Committee on Camp Standardization was appointed by this group "to draw up plans for camp standardization." Twenty-seven camps participated in this program in 1921—the first season. In reporting on the operation of the plan in a special camping bulletin, H. P. Demand, then national boys' work secretary of the Western Region, wrote, "The honor flag for highest ranking in the camp standardization grade was awarded to Camp Tahlequah of the Tulsa, Oklahoma Association, having received a total of 920 points out of a possible 1,000. C. W. Blakey is the director. Very attractive three-color

honor seals will be issued to all camps participating in the standardization program in 1922 for use on their stationery, camp posters, and bulletin. Any Association Boys' Division literature carrying this seal will be immediately recognized as having conducted one of the camps that measured up to a grade of five hundred or more points out of a possible thousand."

Early Experiments with Camp Standards

In late 1921 the North American Association of Boys' Work Secretaries authorized a commission to develop a "Plan for the Standardization of Association Boys' Camps."

The plan submitted by the committee was approved at the Atlantic City meeting of the Association of Boys' Work Secretaries, November 12, 1922, and it began to operate during the summer of 1923. It covered some twenty-four different standards of administration, organization, program, health and sanitation, location and equipment. Camps receiving 900 or more points were graded A; 700 to 900—B; 500 to 700—C. Those receiving less than 500 were not recognized as standard. Frank Guggleman of Rochester, New York, was the chairman of the commission responsible for the development and administration of the standards.

By the fall of 1924, 184 camps were reported as participating in the plan, with only 14 camps being rated as substandard. The plan operated for three years under the North American A.B.W.S. Camp Standardization Commission, and then in 1926 the Boys' Work Committee of the National Council was asked to take over the findings of the commission, revise the plan, and administer its operation.

Only two grades were included in the revised plan: "approved camps," those scoring 800 or more points out of a possible 1,355; "not approved," those scoring less than 800. The plan provided for the publication of the list of "approved camps" without giving the point grade. In addition to grading a camp on adminis-

tration and program practices, a battery of tests were prepared for use with campers to measure their character growth as a result of the camp experience.

This plan was experimented with for two years. Its administration from a central office proved impractical. The cost of materials and the time involved in the grading of camping and the summarizing of results became such a burden to the National Boys' Work staff that it was deemed advisable to discontinue the plan. This action was taken only after consultation with camp directors throughout the country.

State and Area Plans

The discontinuance of the nationally administered plan of "camp standardization," however, did not kill the germ of the idea nor minimize the need of some process that would stimulate better camping.

Shortly after the reorganization of the National Council supervisory service on an area basis, a great number of regional camp standards plans began to take form. These were more or less effective, depending upon the time given to their supervision by Area and State staff persons. Inasmuch as most of these plans required the annual visitation to each camp by some outside person, the administration of the plans began to break down because of lack of sufficient personnel. Perhaps the greatest benefits were received by the camps whose directors were involved in the development of the standards.

Some of these State and Area plans developed between 1927 and 1945 were:

Standard Health Code: Connecticut

Desirable Conditions or Practices for Summer Camps: Massachusetts and Rhode Island

Suggested Desirable Practices: North Central Area Y.M.C.A. Camps

Desirable Practices in Camps: New Jersey Young Men's Christian Associations

Some Standards for Summer Camps: Southern California
Suggested Minimum Standards for Y.M.C.A. Boys' Camps:
New York State

There were probably a great many more similar plans developed during this period.

Interagency Efforts

While the various national youth-serving agencies were at work on the development of camping standards for their respective agencies, co-operative efforts of a similar nature were being carried out at the local level by councils of social agencies, Community Chests, and social welfare councils for the purpose of improving the camping services of their respective member agencies. Cleveland and Columbus, Ohio; Baltimore; New Haven, Connecticut; Racine, Wisconsin, are notable examples of such co-operative planning.

Finally, the American Camping Association became the spearhead in the thrust to achieve a codification of desirable practices. Through the co-operation of the W. K. Kellogg Foundation of Battle Creek, Michigan, a workshop on camp standards was sponsored by the A.C.A. in 1940. The findings were carefully edited by a committee chaired by Dr. Hedley S. Dimock and were published in 1941 under the title *The Marks of Good Camping*. In this report national youth-serving agencies were urged to continue their experimentation in the development of camping standards within the framework of their own organizations and to seek practical methods for getting the standards embodied in local practice.

Resurgence of a National Plan

The National Camping Commission of the North American A.B.W.S. recommended in 1941 and again in 1943 that a commission be appointed to develop a plan and procedure for national recognition in Y.M.C.A. camping. With the addition in

1945 of national leadership of camping on the National Council staff, the National Committee on Work with Boys authorized the appointment of such a commission and asked William Wright, at that time a member of the Connecticut State staff, to serve as chairman of the commission.

Purposes of camp standards

Before proceeding with the development of camp standards the commission outlined the purposes of its task as follows:

1. To improve the quality of the camping experience in all of the 587 Y.M.C.A. camps
2. To provide a complete, comprehensive, and trustworthy measuring device for appraising the administration, leadership, health and safety and program in local camps
3. To develop a common understanding as to the basic religious and educational practices that should be embodied in the camping program
4. To reveal the areas of camping in which more study and research are needed
5. To commend Y.M.C.A. camping to the public because of its high standards of practice
6. To interpret to the community the basic purposes of Y.M.C.A. camping

Limitations of Camp Standards Plan

It is readily recognized that any plan of camp standards has its limitations. There is always danger that the codification of practices will become frozen to a degree that progress is hindered rather than stimulated. A national plan of standards, then, needs to be flexible enough to provide for changing social conditions and for the embodiment of new scientific knowledge as it becomes known. Then, too, there is no guarantee that a camp scoring high in the application of camp standards is truly achieving the character education objectives of camping. There are just too many intangibles in the area of personality growth that can not be adequately measured in any plan of standards.

Conditions that Make for Good Camping

However, there are certain conditions under which the purposes of real camping are more likely to be achieved. These would seem to be:

1. Supervisory health and sanitation practices that safeguard the well-being of campers
2. The use of democratic, educational methods from the director down in planning, administration, and supervision of all aspects of camp life
3. The selection of qualified, mature leaders who understand and are in sympathy with the Christian objectives of Y.M.C.A. camping
4. An annual evaluation process

Toward Better Camping

The long history of the Young Men's Christian Association in the field of camping places upon it a responsibility continually to better its standards in the areas of administration, leadership, health and safety, and program. Progress in these directions will depend largely upon the care with which a local camp analyzes its own level of practice and attempts to bring this practice in line with the national standards. A unified plan has the multiplied weight of the common understanding of all camp directors working for the betterment of all camping under the auspices of the Young Men's Christian Association.

In using the national camp standards plan, local camp committees are urged to give consideration to the following procedures:

1. The committee responsible for supervising the operation of a camp should make use of the national camp standards plan for evaluating its camp practices.
2. Following the appraisal the committee should decide upon a reasonable number of areas in which progress might be made and establish a time schedule for realizing the goals that have been determined.
3. The process of appraisal should become an annual pro-

cedure. The committee should keep careful records of each year's advances in order to check the soundness of its planning and to determine the cumulative effect of the procedure over a period of years.

These suggestions imply that the process of narrowing the gap between proposed standards and actual practice is a long-range procedure. A local camp committee tackles manageable units on the basis of the time, manpower, and financial resources at its disposal. The ultimate achievement of its total goals may take five or more years.

In the development of the National Standards Plan an effort has been made to do three things.

1. To show the irreducible minimum below which it is intolerable for a camp to fall
2. To set the maximum ideals clearly before camp committees, directors, and staffs
3. To help a camp committee discover quickly, easily, and reliably its performance record on each point covered in the plan.

National certification

In order to receive a national charter, it is necessary for a camp committee to evaluate its practice against the standards established by the National Commission on Camp Standards.

If a camp meets the minimum requirements, application should be made to the State or Area office for a charter. This application should be accompanied by a statement signed by the chairman of the camp committee, certifying that the camp has met the minimum requirements for national recognition and listing two or more areas of practice in which the camp agrees to work to raise its own standards to the national level during the ensuing year.

This procedure should be followed annually, in order to qualify for the second, third, fourth, fifth, and sixth-year seals. Each year it is necessary for a camp to submit evidence to the State or Area office that it has made the agreed-upon improvement in practice in the areas selected by the local committee.

Minimum requirements

1. The camp director is a college graduate or certified Y.M.C.A. secretary, at least twenty-five years of age, who satisfies the local committee as to his emotional maturity.
2. The camp director is a member of the American Camping Association.
3. A lay committee of at least five members is responsible to the Board of Directors for determining policy and general supervision of the camp.
4. The camp meets the health and sanitation requirements of the state department of health.
5. Water-front safety procedures include:
 - a. Direction of aquatic activities by a person who has passed Y.M.C.A. leader-examiner tests or the equivalent and who is at least twenty years of age
 - b. Use of the buddy system, combined with a checking system
 - c. Use of rowboats limited to campers passing the tests required by the camp, except when in personal charge of a qualified counselor
 - d. Use of canoes and sailboats limited to campers passing the tests required by the camp.
6. The leadership-selection and training process includes:
 - a. Counselors, two thirds of whom are eighteen years of age or older
 - b. Adequate application form (sample form requested)
 - c. References required and followed up
 - d. Responsibilities of positions clearly outlined in contract or letter
 - e. Preseason orientation course
 - f. At least one meeting a week of all staff members and one meeting a week of counselor staff only.
7. A minimum of three hundred and forty points are scored in the application of the national standards.¹
8. The camp committee agrees to select annually from the complete listing of national standards two or more desirable practices and to work to raise practices in these areas to the level of national standards within a twelve-month period. Application forms may be secured from State and Area Y.M.C.A. offices.

¹ A complete listing of the National Standards will be found in *Toward Better Camping*, published by Association Press, 347 Madison Avenue, New York 17, N. Y.

Camping and Public Relations

ONE OF THE BEST DEFINITIONS of public relations is that formulated by the editors of *Public Relations News*. It states: "Public relations is the management function which evaluates public attitudes, identifies the policies and procedures of an individual or an organization with the public interest, and executes a program of action to earn public understanding and acceptance."

What does this mean when you apply it to the public relations of camping? Well, it means first of all that public relations of camping is a *management* function. That means it is up to the *camp director* to see to it that his camp has good public relations. He cannot pass the buck to one of his staff members or a layman. Ultimate responsibility for a camp having good or bad public relations *must* rest with the director.

Looking at the definition of public relations a little further we see it is necessary to evaluate public attitudes. That means that in camping public relations the director must keep in mind what the public thinks and knows about camping. The director cannot afford to overlook the public's attitude and merely disregard it as being unimportant. If the public has one idea about camping and the director another, the director must give full weight to the public's attitude even though such an attitude may not be wholly correct. It is up to the director through the use of good public relations tactics to change the attitude of the public. This must be done subtly and cannot be accomplished merely by dismissing the public as a group of people ignorant of camping practices.

Perhaps the most important part of our definition of public relations, when applied to camping, is that which calls for the identifying of the policies and procedures of an organization with the public interest and the executing of a program of action to earn public understanding and acceptance. The alert director will not assume that the public fully understands how it benefits from a good camping program but will make sure through all means and media that the community-wide benefits of camping become known and accepted by his public.

What Is the Public?

It is important for the director to understand that the "public" is not a single, unified group of people but in fact is a number of smaller groups revolving about each other. Y.M.C.A. members, educators, business executives, ministers, and similar groups having special interests all are part of the public, and each in its own right is a "little public." The mistake sometimes is made in public relations work of overlooking the little publics while fastening greedy eyes on the larger and more fruitful-appearing general public. In camping public relations no mistake could be more fatal.

Far and away the most important public from the camp director's viewpoint is his campers and their parents. It does not make much difference how many stories and pictures are gotten in newspapers, how many announcements over radio stations, or how many camping billboards go up in a city if a camp has poor public relations with its campers and their parents. It is nice to see camping pictures in newspapers and it is nice to hear camping announcements over radio stations, but it is nicer yet to have a group of campers and parents who are convinced that your camp is a pretty wonderful place and you are a mighty special guy. Make sure, then, that your primary efforts are directed toward building good public relations with your campers and parents rather than trying to get space in newspapers or

time on the air. The latter are important but they must not be permitted to obscure your basic camping public relations.

Of course, in addition to campers and parents a camp director has plenty of other "publics" to satisfy. There are teachers and P.T.A. groups, Community Chest committees and other financial backers, and a host of others.

The Little Things That Count

Just plain old-fashioned courtesy can do more to build good public relations for a camp and its director than almost anything else. This means giving prompt attention to all inquiries concerning the camp. It means not showing annoyance when an overly protective mother asks you not to let her Johnny go out in the wet without his rubbers. It means taking the time to send a warm personal answer when a parent asks about his son. A form reply stating, "Thank you for your inquiry. Your boy (girl) is making excellent —, good —, satisfactory —, progress." is almost worse than none at all. A parent doesn't want to think of his boy as just a number or as lost in a group. Think how much more it would mean to a parent—and your public relations—if you took the time to say something like this: "It was good to hear from you. I am glad to be able to tell you that Johnny is just fine. He is especially enjoying the study of trees and has learned to identify fifteen of them. He got a bump on the nose playing baseball the other day but it didn't amount to anything at all. It is good to see youngsters able to laugh off the little bumps and bruises they get in everyday life. Johnny asked me to be sure to tell you that he can now swim out to the float and back. Do write again."

Make sure the campers write home

A good deal of work in answering inquiries from parents can be avoided by trying your best to have the campers themselves write to their parents regularly. This serves a double purpose as it gives the parents direct news of their youngsters and the

camp, and those parents who receive newsy letters are much less likely to write to the director about trivial matters. It is a good idea to provide stationery and envelopes suitably inscribed with the camp's letterhead, motto, director's name, etc.

Long before the camping season opens make sure that your literature includes lists of clothing and other supplies needed by the campers, the camp's exact address, telephone number, and how the camp director may be reached at all times.

Honesty is the best policy

One of the ten commandments of good public relations is to be honest at all times. Organizations which are not sooner or later come a cropper. In camping it is important first to be honest about the camp itself. Do not describe features which are nonexistent nor talk about hoped-for ones as if they already were up and being used. If you have a small lake at your camp, do not expand it to the size of the Atlantic Ocean. If your equipment is somewhat old, it is perfectly all right to say it is clean and well kept but do not imply your outfit is the hottest thing off the camping griddle in the entire state. (Such an exaggeration, while considered legitimate in some fields, may well backfire when you try to raise funds to improve your camp.)

Do not try to minimize a camper's illness. This does not mean that you have to create a crisis every time a boy bangs his knee or comes down with the sniffles, but if a boy is really sick or has a serious accident, his parents should be advised of it fully and promptly. If at all possible, have a physician's report to relay to the parents or have the physician himself make the report.

If you ever have a serious accident at your camp, do not try to hush it up. Be absolutely open and aboveboard concerning all the facts. State them clearly and concisely. Do not engage in "double talk." The ghosts of untruthful statements have a most annoying habit of coming back to haunt you. Just remember that ghosts hate the light, and truth is light.

Present a Good Front

It is important that your camp *look* like a place where boys may learn clean living under clean surroundings. It is more important, naturally, that your camp *be* such a place, but small things frequently give an erroneous impression to both campers, parents, and visitors. Your grounds *must* be tidy. Do not have scraps of paper, candy bar wrappers, and discarded clothing cluttering the grounds. Insist that garbage containers be properly placed and screened. Your camp may serve the finest food in the world, but should a parent see garbage containers heavily infested with flies he is apt to forget the good food and remember the flies.

Pay attention to the matter of toilets and washrooms. Smelly toilets and dirty washrooms can undo the best camping program in the most beautiful location in the world. It is not the place for this chapter to tell you *how* to avoid these evils but to impress upon you that you *must* do so.

It will not do your camp any good, either, to have dirty dishes and an unkempt kitchen. Sanitation is not only a health measure—it is public relations of the first water and an excellent selling point.

Remember the Folks Living Near Your Camp

Life for the camp director will be made a whole lot easier if he has good public relations with the people living near his camp. These folks can be a big help to him in getting things done or can be a major headache if they become alienated through thoughtlessness. It pays to patronize local garages and merchants whenever possible. It pays equally well to make friends with nearby farmers and to buy produce from them. Judicious purchasing in areas near the camp will pay extra dividends in both services and goods.

When taking campers hiking and on overnight trips guard against damage to orchards and crops or the frightening of cattle.

Before taking a group of campers across a piece of property obtain the owner's consent. Invite him out to meet the boys. Should you camp and make lunch or supper near a farmer's home, invite him and his family to share it with you.

Try to enlist the interest of nearby residents in the camp. Invite farmers, the sheriff, and other persons to the camp for visits. Arrange for ball games or swimming contests between the campers and farm boys. Keep the rivalry on a friendly basis and not one of city boys against country rubes.

Plan Visitors' Days Carefully

The camp director should regard visitors' days as his Number One public relations project rather than just another nuisance to be lived through. To ensure a successful visitors' day plan for it well in advance. Arrange ample space for parking cars and have counselors or older campers on hand to control the parking lot. Trim overhanging trees and bushes along the roadways coming into the camp to avoid the scratching of visitors' autos.

Be sure roads are clearly marked. You probably can get the state or county highway department to co-operate in putting up signs pointing to your camp.

It is important that every visitor be warmly greeted as soon as he arrives. The initial greeting at the gate or parking lot may well be extended by a senior counselor, but it is essential for you to meet parents and visitors without undue delay. When you do, try your darnedest to have something individual to say about their youngsters.

Satisfactory lavatory facilities for parents and visitors are very important. Have them clearly indicated and cleanly maintained.

Parents want to see their children the moment they arrive at camp. Therefore, on visitors' days do not schedule activities which will make it impossible to locate a youngster immediate-

ly. Do not hold overnight hikes the day before a visitors' day, as you want the campers to be at their best. Have your program for the day one which will demonstrate what the campers have learned and what the camp has to offer them, but at the same time do not make the schedule so full youngsters will have no time to be with their parents.

While you always will observe full safety measures, it is a good idea to make them readily apparent to all visitors. Signs giving safety rules should be freshly painted, and safety demonstrations always are in order.

Interpreting Your Camp to the Public

As stated in the beginning of this chapter, the most important public for you to reach is the campers themselves and their parents. Attractive folders, brochures, motion pictures, slide films, and natural color slides are among the best ways of interpreting your camp to the youngsters and their parents. Two or three dozen natural color slides and a small slide projector easily can be carried when calling upon prospective campers and their parents. It is just as important for the parents to see these slides as it is for the youngsters to do so.

Camp directors will find a ready audience among P.T.A.'s, service clubs, church groups, and similar organizations for talks on outdoor life. These talks should be something more than just a description of your camp or the values in camping. The camp director who is an expert in conservation or has made a study of wildlife and can speak well on these or other outdoor subjects will have no trouble obtaining "bookings." He need not worry about not discussing his own camp because the fact he is the director of it will speak for itself.

Newspapers always are eager for outdoor and camping pictures. Merely a group of boys posed stiffly before a tent or cabin will not do. Try to get some unusual angle. Perhaps your camp has a pet raccoon, deodorized skunk, or other unusual mascot.

Different hobbies also make good pictures. Do not forget the winter months in your newspaper publicity. You do not have to take youngsters out to the camp to set up good winter-month publicity pictures. A city park background will do if the subject is suitable. As a woodcraft expert, for example, the camp director might be pictured showing a group of boys how best to survive if lost in the woods in the winter. The old stunt of cooking a meal outdoors in below-zero weather usually never fails if it is well posed.

During the summer make an especial effort to have your newspaper editors, reporters, and photographers visit your camp. A good time to do so is on some special day such as when you are giving out awards or staging competitive events.

Make use of your local radio stations but remember that radio work requires special skills, so seek all the advice you can from your station's personnel. Do not go to a newspaper or radio station asking for space or time unless you have something definite to offer.

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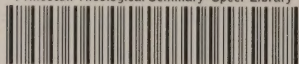
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